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ABSTRACT

The Florida Preservice/Inservice Training Program for Local Administrators of Vocational Education is a competency-based program that was developed in 1981-1982 to provide a means of meeting the state certification needs of present vocational administrators as well as the inservice needs of presently certified local vocational administrators and the training and certification needs of future vocational administrators. Based upon the extern model of staff development, the program utilizes a series of planned, regularly scheduled meetings involving on-site exposure to exemplary programs or operations together with presentations and seminars dealing with topics selected by participants to enhance their skills and knowledge to deal with local problems. In addition, the program features mediated instruction as well as criterion-referenced, self- and peer-evaluation. (Included in this report are a detailed outline of the design of the extern program, a summary of its advantages, reports of six statewide training sessions held between October 1981 and August 1982, an external evaluation of the project, lists of general school and vocational administrator competencies, and various forms and materials developed during the project.) (MN)

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FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM for LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

Project #s 2-3H11 & 1-2H21
Grant #s 111450033 & 111450030
1981-1982

FINAL REPORT

U.S. DEPARTMENT OF EDUCATION
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by

Dominic A. Mohamed, Ph.D. & Project Director
Associate Professor and Assistant Dean
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Division of Vocational Education

CE 034 798

PREFACE

The following pages contain the conceptualization and implementation of the statewide model of Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education, the report of the external evaluator and program reports on each of the five statewide meetings held during the fiscal year 1981-82. The external evaluation report was independently conducted by Mr. Rex Toothman, a well-known vocational educator in Florida. The project staff accepts and presents this report as offered by Mr. Toothman. No changes whatsoever were made on the data or findings from his report by the project staff.

The program reports on each of the five statewide meetings were done jointly by the Project Director and staff in consultation with Mr. Toothman. It is important to note that Mr. Toothman was retained as project consultant and external evaluator during the initiation of this program.

The credibility and utility of any academic, and indeed any human endeavor, must rest upon recognition of the strengths and weaknesses of that effort. This report represents both the strengths and weaknesses of this program. It is our intention to use the results of the findings of this report to improve the quality of this program in the future.

As Project Director, I extend my appreciation to each and every individual who was somehow involved or affiliated with this program during the year. Without their interest and support this program would not have been successful. Special

thanks must go to Joe D. Mills, State Director of Vocational Education and his staff, the Extern program participants, the PRO's, ACE's, resource persons and program staff, particularly Ms. Lisa Pugliese, Project Secretary.

Dominic A. Mohamed
Project Director
July 25, 1982

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida State Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not therefore necessarily represent the official position or policy of the Florida Department of Education.

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INTRODUCTION

In 1977, a national conference funded through the U.S. Office of Education was held at Knoxville, Tennessee under the coordination of the University of Tennessee. This conference was attended by a team of three (3) persons from each state nominated by the State Director of Vocational Education. The nominees were required to be made up of the State Staff Development Consultant/Coordinator and two (2) vocational teacher educators from institutions which were committed to improving the training of local vocational administrators. Twenty-seven (27) states sent three (3) members each. Others sent five (5) members. The objective or purpose of that national conference was to provide vocational teacher educators and state staff development consultant/coordinators a training package and guide which would acquaint them with the extern model and more specifically, how to plan, organize, implement and manage a training program in their state, utilizing the extern concept. Florida's representatives were John Crittendon, Earl Fowler and Dominic Mohamed.

Subsequent to that conference in Tennessee, the National Center for Research in Vocational Education put on two (2) similar workshops on the extern model. Florida's representatives were Earl Fowler, Helen Lipscomb and Dominic Mohamed.

WHAT IS AN EXTERN PROGRAM?

It is a non-traditional staff development approach which has the following characteristics:

1. emphasizes and promotes the joint roles played by state universities, state departments of education, local educational agencies and vocational education professional organizations;

2. uses university personnel, but on a non-campus approach;

3. involves a planned inservice program, developed in cooperation with participants, which permits the accomplishment of personal and group goals while maintaining an emphasis upon the participant's accomplishments within the employing agency;

4. utilizes a series of planned, regularly scheduled meetings involving on-site exposure to exemplary programs or operations together with presentations and/or seminars dealing with topics selected by participants, which enhance their skills and knowledge to deal with local problems.

WHY AN EXTERN PROGRAM?

Traditionally, teacher educators have responded to expressions of inservice needs by offering a course, seminar or workshop, and when these means seemed inadequate, individual study, projects, reading and conferencing arrangements were utilized. These traditional methods of deliveries need examination and evaluation in relationship to effecting change. However well-intended these past efforts have been, there is little evidence to suggest that these traditional approaches made a major impact in meeting the inservice and preservice needs of practicing vocational administrators.

Creating and sustaining change in vocational education practice is a goal of inservice education. The challenge for vocational teacher educators is to develop an inservice and preservice training model which has application to the priority concerns of the individual, state,and nation. The delivery system created by such a model when applied to persistent and emerging problems in vocational education would allow vocational education personnel development programs to deal effectively with demands created by change.

The task of conceptualizing a model for statewide inservice and preservice vocational administrators' training is a responsibility of vocational teacher educators.

As a result of other state and university efforts (Oregon, Arkansas, Tennessee, Oklahoma, Maryland, Ohio, Illinois, Michigan and Pennsylvania), eight inservice and preservice characteristics have been commonly found in various extern programs in the country. These are:

1. program is based on the identified needs of professional staff;
2. participants are involved in goals and objective setting;
3. staff input is sought and utilized in program design and development;
4. planned activities must include active staff participation and provide opportunities for practice;
5. programs start where previous experience ended;
6. needs assessment is conducted periodically and continuously;
7. all activities are evaluated for the purpose of improvement and outcome and
8. programs and activities are conducted during the week and weekends.

General goals for the extern program included development of the following:

1. a working relationship between the state universities, the State Department of Education, the local school districts and community/junior colleges willing to support a staff member in the extern program;
2. a deviation by the universities from traditional graduate programs by designing academic work that supplemented and complemented field-based activities while the participant still carried on major responsibilities within his/her local school district or community/junior college.
3. first-hand experience for each participant in directing a competency-oriented program planning and evaluation effort based on activities demonstrated to be effective in previous statewide and regional development projects;

4. field-based seminars and workshops which utilize exemplary and outstanding vocational programs within the state as models for discussion and modification or implementation on a back-home basis;

5. new leadership competencies through instruction and experiences in all service areas of vocational education and allowing for first-hand development of activities in each of these areas;

6. group and individual objectives which reflect both personal and local vocation program needs;

7. resource people (experts), presentations and activities dealing with competencies, topics, problems and concerns of the individual and group participants;

8. experiences in the decision-making process which will assist individuals in becoming more competent in leadership roles.

These are the general commonalities of the extern programs that have been conducted throughout the country.

The Florida model of "Preservice and Inservice Leadership Training Program for Local Administrators of Vocational Education" was developed and piloted over the last two years as a joint effort between the State Department of Education, Division of Vocational Education, interested vocational teacher educators from the state universities, local school districts, community/junior colleges, occupational programs, the Florida Council of Local Administrators and the Florida Association of Vocational and Adult Teacher Educators.

RATIONALE OF THE PROGRAM

The need for trained and certificated leadership personnel in vocational education at the local level in the entire state of Florida is recognized. Many local administrators of vocational education programs need competencies necessary to initiate, plan, develop, conduct, manage and evaluate quality vocational education programs in the local school districts and community/junior colleges. Many local administrators of vocational education programs in Florida are not fully certified as required by the State Board Certification rules and regulations. Existing preservice and inservice efforts for the training of vocational education administrators in the Florida State University System are fragmented and not coordinated among the nine state universities. Certain regions of the state of Florida are far from any university where preservice and inservice training activities can be offered to local vocational education personnel. Moreover, there are inconsistencies between the service areas assigned to each state university by the Florida State Board of Regents and the total service expected by the Division of Vocational Education, Department of Education from each of the nine state universities. Additionally, some state universities located in a region and expected to provide training needs of vocational education personnel in that region do not have qualified vocational teacher educators and appropriate programs to deliver the needed preservice and inservice training for the local vocational education personnel located in that region. Traditional university courses and their delivery system do not meet the training needs of today's full-time employed local vocational education administrators who live many miles away from a university.

There is a critical need for an organized and coordinated statewide training program for local administrators of vocational education. A unified effort between the State University System, the Florida State Department of Education, the Florida Vocational Association and local school districts and community/junior colleges to develop and implement a comprehensive statewide preservice and inservice training program for vocational education administrators is required. The design and the successful delivery of such a training program will be based on a non-traditional preservice and inservice training model. Some vocational educators in the United States have become aware of the necessity of extending teacher and administrator training programs beyond the university campuses into local education agencies. Inservice and preservice education in Florida has not fully capitalized on the learning opportunities that abound "out there where the action is".

The quality of administration of local programs in vocational education in Florida remains a key element in determining whether or not learners will be provided with quality vocational education training. An effective cadre of local leaders in vocational education will provide relevancy in vocational education programs and lend evidence, legitimacy and intelligent relationship to other local school total education programs.

1981-1982 PROGRAM

OBJECTIVES:

The objectives of the Florida Preservice/Inservice Training Program for Local Administrators of Vocational Education were to:

1. develop a consortium of local educational agencies, representative State Department of Education personnel, Florida Vocational Association, specifically representative of the Florida Council of local administrators and vocational teacher educators from the nine state universities in the State University System;

2. develop institutional capacity in the State University System to implement and continue a field-based inservice and preservice training model for local administrators of vocational education programs based on the extern model;

3. provide a means of meeting state certification needs of present vocational administrators and inservice needs of presently certified local vocational administrators and training and certification needs of future local vocational administrators;

4. implement this training model so as to meet the state certification course criteria requirements of the participating vocational education administrators (The focus of the training will be individuals and the competencies they need to be certified and perform more effectively on the jobs.);

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5. design an instructional delivery system utilizing individualized self-directed modules with supportive audiovisual aids and/or video tapes, supervised field experiences to include technical and clinical experiences as needed by each participant;

6. select the participants in cooperation with the Department of Education, Division of Vocational Education, superintendents of schools, directors, deans and/or presidents of community/junior colleges;

7. conduct an orientation/planning workshop and establish the group and the individual certification needs and develop goals for the year and components and competencies necessary to fulfill coursework for certification needs of each participant within the extern program model;

8. prepare and submit program evaluation reports to the universities and the Department of Education, Division of Vocational Education.

PROGRAM ADMISSION REQUIREMENTS:

This competency-based program was used in lieu of the 30 semester hours required in Florida's SBER Section 4.44. This program also provided competencies for teaching reading, diagnosing reading problems and increasing reading performance in a vocational or specialization content area. Other requirements, such as teaching experience and an acceptable vocational certification coverage, had to be satisfied elsewhere for certification for local directors of vocational education, and this determination had to be made by the State Teacher Certification Office prior to being admitted into this program.

Completion of this program did not automatically guarantee certification for local directors of vocational education if other state requirements were not satisfied.

SPECIFIC ENTRANCE REQUIREMENTS:

All participants in this competency-based vocational education training had to meet the following entrance requirements:

1. hold a regular certificate

2. The level of training shown in the certificate should be master's or higher degree level in combination with "Vocational" or "Advanced Vocational" which may be shown in combination degree.

3. The regular certificate should include or cover a vocational instructional level "7" subject. For certification in vocational agriculture, industrial arts, and vocational home economics, the applicant must contact the Certification Office for additional requirements - occupational experience and/or the professional education course requirements.

4. three years of full-time teaching experience in vocational classes.

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THE DESIGN OF THE PROGRAM:

The extern program design required that the local education agencies and the Division of Vocational Education identify the participants in the program. The local educational agencies were to provide any necessary substitutes during the absence of the selected individual(s) from the district. Local educational agencies and/or the participants were to bear the cost of the program.

The individuals selected to participate in the program were obligated to make a firm commitment to participate in the summer component and in weekend seminars during the academic year, as required by the identified needed competencies. The advantage of obtaining this commitment from the local educational agency and its employee was that it enhanced the opportunities which the selected participants had in implementing new administrative practices to improve the quality of vocational education at the local level.

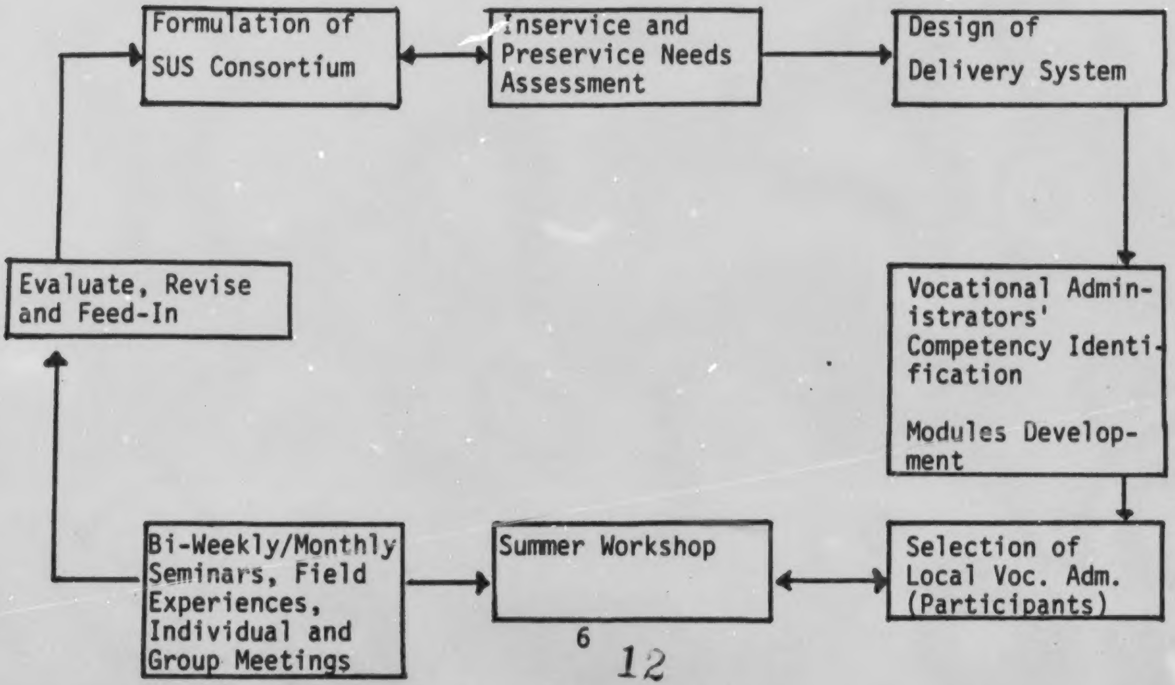
The Division of Vocational Education, State Department of Education allowed their qualified staff consultants and staff to participate as resource people. (The second role of the local school agency was to provide facilities needed for the program.) Commitment to the extern training program by the state universities was demonstrated by the willingness and ability of all of the participating universities to adapt their traditional notions of undergraduate and graduate level credits to meet the explicit needs identified in this program.

COMPONENTS OF FLORIDA'S EXTERN PROGRAM:

The Florida extern program model, which is shown below in Figure 1, illustrates the major components of the extern program.

FLORIDA PRESERVICE AND INSERVICE EXTERN

LEADERSHIP TRAINING MODEL


Formulation of SUS Consortium
Inservice and Preservice Needs Assessment
Design of Delivery System
Vocational Administrators' Competency Identification
Modules Development
Selection of Local Voc. Adm. (Participants)
Summer Workshop
Bi-Weekly/Monthly Seminars, Field Experiences, Individual and Group Meetings
Evaluate, Revise and Feed-In

The starting point for this model was the development of a consortium comprised of the State Department of Education Staff Development Personnel, local educational agencies, the Florida Vocational Association, the Florida Council of Local Administrators and university teacher educators. The activities of the consortium, the identification of competencies, the assessment of training needs, the design of the instructional delivery system and the training activities were done jointly by the participating vocational teacher educators. Selection of participants in the training program was done by the State Director of Vocational Education in cooperation with the chief school officer of the local educational agency and the consortium of vocational teacher educators in the State University System. The initial orientation activities and meetings also provided an opportunity for beginning the process of shared responsibility and further development of leadership skills. Statewide meetings, group regional meetings and field-based activities were scheduled throughout the academic year. These meetings provided a forum for sharing individual experiences with the group which might potentially be adapted and/or adopted by the participants in the extern program in their home situations. The group regional meetings provided an opportunity for rapping and grappling with ideas, issues and concerns of individuals, together with an opportunity for utilizing expertise within the group and consultants in the programs.

On-site learning activities were provided via individualized instructional modules and related aids and supervised by cooperating vocational teacher educators, regional state consultants for vocational education, local schools, community/junior colleges and other appropriate resource personnel from business, industry, government and agriculture working directly with the extern at his/her home site. A regular schedule of on-site visits (See Appendix G-1) was developed by the teacher educators for the entire academic year. This individual assistance provided opportunities for the teacher educator to work directly with the extern participant in his/her home setting, to identify participant needs and establish close communications between the extern and vocational teacher educator and the local school administrators.

The implementation of the learning activities, both group and individual, was a major responsibility of the participating externs with supervision provided by the teacher educators.

The final phase of this project was the evaluation of the program. This program was evaluated by an external evaluator using an instrument(s) developed in conjunction with the selected competencies.

PARTICIPANTS:

The target group for the 1980-81-82 projects were represented by the noncertified county directors, area center directors, assistant area center directors and noncertified community/junior college occupational deans and/or directors.

The target group for the 1982-83 project will be comprised of the following:

1. principals of comprehensive high schools.
2. prospective county and area center directors.
3. certified vocational administrators desiring renewal.
4. State Department of Education consultants.

SELECTION OF PARTICIPANTS:

Participant selection was critical to the outcome of this project. Major importance was given to selecting only those individuals who were willing to make a commitment to the activities, goals, and purposes of this model project. This commitment outweighed other elements in the selection process to help demonstrate the viability of the extern model and to build an institutional commitment to continue the model. Similarly, a successful demonstration of the extern model should now be conducive to future participants and target populations seeking selection for the program. Selection was a shared responsibility of the DOE and universities. Final responsibility for selection, however, rested with the State Director of Vocational Education.

PROGRAM EMPHASIS:

The Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education emphasized in its 1980 implementation phase the development of an extern model that would be transportable throughout the entire state after 1982. However, a decision was made in 1981-82, with input from program participants and consultants, to retain a statewide program. A conclusion was reached, based on the two years' experience, that transporting the model to each local university would not be effective. Accordingly, there will be one program during the years ahead.

1. Competency-based:

The program utilized the vocational administrator competencies and general school administrator competencies which have been developed under the sponsorship of the State Council on Teacher Education.

The participants, through the guidance of a vocational teacher educator and other resource persons, decided on the total number of instructional modules which were needed and the sequence and pace in which they could best accomplish the required competencies. The modules were designed so as to provide students with immediate feedback after each learning experience. Each module had a post-test which was also used as a pre-test.

Participants entering this program were required to fill out the applicant data form. (See Appendix B.) Information gathered from this form was evaluated by the State Teacher Certification Section in terms of individual certification status. Participants also completed the Vocational Administrator Competencies checklist and the General School Administrator Competencies Checklist to determine their levels of proficiency in these competencies. (See Appendices D and E.) The competencies an individual needed were determined and instructional resources were then identified. The student could use the modules and other instructional resources one at a time, or could work on two or more simultaneously. Guided by a resource person(s), the student determined which learning experience in a module he/she needed to take (i.e. those covering skills in which he/she was not already competent). Each module provided the student with the theoretical knowledge regarding the competency as well as an opportunity to practice the competency in either real situations or simulation. Toward the end of each learning experience, the student received feedback on how well he/she was doing in the form of a self-check with model answers or a checklist for the student, peer(s) and/or resource person to use in rating the student's achievement. Feedback derived, along with the directions for their use, was always included in each module. When a student felt that he/she had adequate background and practice in the competency, arrangements were made for the student to be assessed by his/her resource person in an actual school situation.

2. Field-based:

Individual plans of needed competencies were developed on the basis of certification requirements as per number 1 above. The learning experiences were based primarily in off-campus, field-based settings utilizing the competency-based individualized vocational administrator instructional modules developed by the Consortium of States at the National Center for Research in Vocational Education at the Ohio State University. Other local and state instructional resources were used as required by each participant's plan. Expertise and resources of local educational agencies, the Division of Vocational Education, Department of Education, the SUS, local business, industry, government and agriculture were used as required by each individual participant plan.

Field visitations to each participant were made throughout the year by resource persons. A record of each visitation was maintained using a Record of Field-School Visits Form. (See Appendix G-1.) Mastery of competencies by participants as evidenced and evaluated by the resource person(s) was checked off on a Master Competencies List Form generated from applicant data form, the Vocational Administrator Competencies, the General School Administrator Competency and the evaluation form done by the State Teacher Certification Office. (See Appendices B, D and E.)

3. Individualized:

Each participating vocational administrator had his/her certification status evaluated by the State Teacher Certification Office in Tallahassee in addition to competencies needs assessed by the program staff. Based on the participant's needs, an individual program was prescribed, the learning/experience pace determined by the individual learner and project staff. This was accomplished within the State Certification requirements for vocational administrators.

4. Instruction:

This program utilized both formal group instruction/seminars, self-instructional materials, field/clinical experiences--on-the-job training which took an individual vocational administrator from learning about administrator skills through practicing the skill to applying the skill in a real administrative and laboratory or actual clinical/occupational and/or vocational education settings.

5. Criterion-referenced evaluation:

Each learning experience stated the performance criteria by which competency achievement was determined. Each participant was required to meet the stated criteria at an acceptable level.

6. Mediated instruction:

Learning activities available to each participant varied. Films, video tapes, printed materials, university and regional staff of the Division of Vocational Education, State Department of Education, local educational personnel and resources, business, industry and agricultural resources, supervised field and occupational experiences, internships, seminars, etc. were utilized. Each participant could be recycled back to additional learning experiences when it was determined through a consensus of the program staff that the participants' level of competency did not meet the standard.

7. Self-evaluation:

Some participants were video-taped while developing and mastering many of the competencies as one of the means of self-evaluation. He/she, therefore had the opportunity to engage in self-evaluation through video feedback as one of the many evaluation methods that were used in the self-evaluation.

8. Peer-evaluation:

The participating vocational administrator could use the video-taped learning experiences to get feedback from other participating vocational administrators, program staff and consultants/resource people. .

9. Program completion:

The mastery of competencies identified in the individual participant plans was achieved within one fiscal year. An individual participating and completing this program did so in no more than twelve months. The program emphasis during the first and second years was the development of an extern model.

SUMMARY OF THE ADVANTAGES
OF THE
COMPETENCY-BASED VOCATIONAL ADMINISTRATOR PROGRAM

1. Flexibility
2. Emphasis on competency attainment
3. Immediate feedback
4. More individualization of instruction
5. Trainee more responsible for own learning
6. Emphasis on ability to "do" as well as "know"
7. Program is *highly* individualized
8. Program based on expressed and observed needs, e.g., individual certification requirements
9. Resource person helps trainee establish objectives and learning/ experience plans
10. Resource person available whenever needed
11. Small-group and seminar sessions held
12. Trainees work at own rate to achieve competency
13. Trainee demonstrates proficiency on the job
14. Resource person assesses actual performance
15. Credit and certification based on achievement of competencies

THE ADVANTAGES OF THE EXTERN PROGRAM

1. Does not require full-time participation
2. Participant stays at same institution
3. Meaningful involvement for extended period
4. Field-based seminars/field experiences permit visits to exemplary programs and facilities
5. Meaningful sharing of experiences, problems and solutions
6. Participants nominated by employing institutions
7. Attend 2 weeks summer workshop:
    Decide on group objectives
    Decide on individual objectives
    Develop plan of action
8. Attend 9-14 weekend seminars
9. Attend regular field/clinical experiences
10. Implement plans of action
11. Extern receives individual technical assistance
12. Program costs shared
13. Academic credit optional (4-16 credits per year)

EXTERN PROGRAM COMPONENTS

The unique components of this externship program are:

1. It is a preservice and inservice approach.
2. It involves planned theoretical and practical sequenced experiences based on required competencies.
3. It involves directed field/clinical experiences.
4. It involves individual and group seminars.
5. It requires inter-agency cooperation.
6. It requires the establishment of individual and group objectives.
7. It requires the participants and resource staff to conduct planning and evaluation of individual and group progress.
8. It is comprehensive in that it applies to all vocational service areas.

Report

of

FLORIDA MODEL OF PRESERVICE AND INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS

OF

VOCATIONAL EDUCATION

Statewide
Training Session
October 1 - 3, 1981
Bristol International Hotel
Winter Garden, Florida

Dominic A. Mohamed

Project Director

SESSION I

PROGRAM OVERVIEW
and
ORIENTATION

AGENDA

SESSION I

October 1, 1981

Thursday, October 1

1:00 - 1:30 p.m.	Registration: Bristol Room
1:30 - 1:45	Opening Remarks - Dominic A. Mohamed Project Director
1:45 - 2:00	The 1980-81 Experience - James Montgomery Guidance Supervisor, Student Services Pinellas County School Board
2:00 - 3:15	Program Overviews - The ACEs --Vocational Administrator Competencies --Program Delivery --Instructional Resources --Field Visitations --Certification/Course Credit
3:15 - 3:30	Break
3:30 - 3:45	Introduction of Program Participants
4:45 - 5:00	Feedback/Debriefing

Opening:

This session opened with remarks by the project director, Dr. Dominic A. Mohamed. Dr. Mohamed welcomed the participants and provided the historical background and the rationale for the project.

James Montgomery, a participant in the 1980-81 program and now Guidance Supervisor for Pinellas County, then shared some of the highlights of his experiences as a program participant.

Program Overview:

To provide an overview of the program, five learning centers were arranged throughout the meeting room. Each center was developed and operated by one of the Administrator Competency Educators (ACE's).

Using a rotation plan, each participant spent approximately 12 minutes at each center and was provided an overview of that particular program area. The five topics and the ACE resource persons were as follows:

PROGRAM OVERIVEW	RESOURCE PERSON
Topic:	
Vocational Administrator Competencies	Jim Hensel
Program Delivery	Harry Hall
Instructional Resources	Bill Danenburg
Field Visitations	Hugh Hinely
Certification/Course Credit	Dominic Mohamed

(See Appendix for information presented on charts by Dr. Hall regarding program delivery.)

Introductions:

In an effort to provide information to the participants about one another, a structured interview process was used. Each person was asked to find a partner - someone he didn't know. Using the interview questions provided (see Appendix for form), each was given about ten minites to interview his/her partner. Then each person presented his/her partner to the group as if he/she were that person.

Feedback/Debriefing:

A special feedback sheet was provided to be turned in at the end of the session. All comments are included in the following pages.

SESSION FEEDBACK/EVALUATIONS

Thursday, October 1, 1981

WHAT HELPED TODAY?

Introductions and round tables.
Overview of the program
The participants' introductions
Orientation helped some
The friendliness of the group and the professional atmosphere with which the meeting was carried out
The friendliness of everyone
Explanation of program and the introductions
Program explanation
The sharing of the ACE's
General introduction and expectations
Overview of the program
Opportunity to meet new vocational educators
Clarification of the program
Introductions of the other persons
Attending workshop
The orientation was done in a very professional manner
Relaxed, informal atmosphere - helpful attitude of teacher educators
Well organized - things moved along at a good rate
The individual group sessions provided good information
Individual talks with several ACE's
The explanations of the five components (round tables) of the program I now have an understanding of the objectives of the program.
The round table orientation and the introductions
The rotation through the information tables was excellent.
Excellent introductions
Round table concept for explaining the program

WHAT HINDERED?

Nothing that I am aware of
ACE's didn't agree on some statements made at the five tables
Getting lost on the way to the hotel and being late!
Talking about someone else was confusing for introductions
Need smoking table
Set up a table for the smokers
Not enough time during the small group meetings
Nothing that I could detect
My lack of knowledge about the program's purpose in advance

SOME CONCERNS I HAVE:

Time involved outside of meetings
Certification for Community College personnel
Assessment of my needs for certification
Further clarification of certification needs
Nature of the program
Certification
Determining competencies I have versus what I need to develop
The selection of competencies
Certification requirements
Actual research needed to complete modules
Concerned about amount of work required
When are we going to start with the meat of the program?
Mastering the necessary competencies between now and next May
The value to me since I have the vocational director certification courses already
How I can coordinate the objectives of this program with the objectives of my Ed.D. program
Will I be able to receive certification in Secondary Administration and Supervision?
Courses toward certification in adult education
Time needed to carry out the program
Further explanation of college credit, cost and requirements to be met by me

COMMENTS I WANT TO MAKE:

Once I understand the program, I am looking forward to learning and improving myself in many areas.
This day was organized well and was most helpful.
I feel the State should make local directors aware of the program and encourage attendance.
I appreciate being accepted and will work very hard to show appreciation.
I am looking forward to getting into this program. I think it will be of great benefit to vocational education in the State of Florida as well as the individual participants.
A proper tone was set. I look forward to participating.
So far - so good!
It was a pleasure to meet and interact with other vocational educators.
I appreciate the opportunity of being a participant in this program.
You're off to a good start!
Too much time spent on introductions.

SESSION II

COMMUNICATING, TEAM BUILDING, and DECISIONMAKING BY CONCENSUS

AGENDA

SESSION II

October 2, 1981

Friday, October 2

8:00 - 8:15 a.m.	Sign in: Bristol Room
8:15 - 8:30	Warmup Activity
8:30 - 10:15	Improving Communication Skills
10:15 - 10:30	Break
10:30 - 12:00	Leadership Styles
12:00 - 1:30 p.m.	Lunch
1:30 - 3:00	Leadership Styles (Continued)
3:00 - 3:15	Break
3:15 - 4:45	Building Group Consensus
4:45 - 5:00	Feedback/Debriefing
5:00 - 6:00	Social (Hosted by Staff)

Regional Groupings:

The decision was made by the project staff to divide the participants into three regional groups: Northern, Central, and Southern. Two ACE's were assigned to each group. This announcement was made at the beginning of Session II. (See Appendix for regional group rosters.)

Communicating:

Participants were assigned to five learning groups to study a sepcific area of communications which might be helpful to them as they work in their regional groups. These topics and the group assigned were as follows:

TOPIC	GROUP
Listening	Northern
Paraphrasing	Central (A)
Communicating within the group	
Defensive Communication	Southern (B)
Roadblocks to Communication	Central (B)
How to have a good discussion	Southern (A)

Each group was given the following instructions:

STEPS TO FOLLOW

1. Read your handout
2. Discuss it in your group.
3. Decide on what you want to share with the total group.
4. Prepare a presentation which is:
   a) 7-8 minutes in length
   b) involves all of your team
   c) creative
   d) uses appropriate visuals

The presentations were extremely well done and provided participants not only with valuable information about communication, but also the experience of working with one another as a learning group.

Team Building:

Rex Toothman, a certified LIFO analyst, used the LIFO survey instrument to lead the participants in a series of activities designed to:

1. assist them in becoming aware of their preferred leader
2. help them to become aware of the preferred leadership styles of others in the group
3. use this information in building stronger regional teams

The LIFO scores for participants, both productive and defensive, are included in the Appendix by region.

Decisionmaking by Consensus:

The project planning exercise developed by Human Synergistics was used for this activity, along with special handouts, "Comparison of Two Decisionmaking Processes" and "Group Consensus Ground Rules". (see Appendix)

Participants were divided into five teams for the activity with a broad representation of leadership styles on each team. The planning exercise was selected to assist in refining planning skills. The results of the performance of each time is included in the Appendix.

Feedback/Debriefing:

(See following pages)

SESSION FEEDBACK/EVALUATIONS

Friday, October 2, 1981

WHAT HELPED TODAY?

The LIFO survey and discussion was the most valuable activity today.
All sessions were excellent.
Got to know yourself a little better - both positive and negative.
Determined what courses we all needed.
Being able to converse and communicate as individuals and as a team. I learned a great deal about myself and others in my group.
Group projects and working through tasks, helped establish goals and direction of this task.
The activities let everyone know each other better. Group personalities are forming.
The exercise in communication skills was the most helpful.
The LIFO survey was most revealing. It helped me to better understand my inadequacies in a stressful discussion. I would like for people who know me well to have the opportunity to complete the instrument for me anonymously.
Being able to see many communication skills put to practice; both formal and informal.
Finding my profile in productive and defensive conditions. Enjoyed the day very much.
Techniques used to get objectives across
Opportunity to reinforce previous exposure with this planning project and leadership styles
Showing and explaining different leadership styles
Communication processes and styles
Learning about planning process
The potential impact of my leadership style
All of the exercises were excellent
Identifying administration styles was very helpful and informative
Getting to know the other members of the group
Project planning was excellent
Improving communication skills was excellent
Enjoyed all of the program today
Communication and leadership activities were excellent
Informal opportunity to participants
Both group activities

WHAT HINDERED?

Things progressed too slowly
Some people are not staying on the task
Lack of definitions of terms used in planning
Time limitations (although understandable)
Needed to explain ways to improve your leadership styles
Not enough time to discuss results of the three (3) main activities
Probably there was too much material for the time allocation

SESSION FEEDBACK/EVALUATIONS (Contd.)
Friday, October 2, 1981

SOME CONCERNS I HAVE:

I am concerned about the category (central group) which I fit into.
We still have not been told what the program is all about. I do not have time to do a lot of outside work or activities.
Is all of this exercise helping me as an administrator?
Will I have to work with Dennis tomorrow??
Being able to understand in detail more about the total program
Still confused as to certification needs, competencies sheet completion and credit courses
I need an assessment of what I need for a local director's certification that would assist me in the event I move out of the State.
I would like more on the area of group influence.
Keep up the good work.

A COMMENT I WANT TO MAKE:

A very worthwhile day!
Rex did an excellent job.
Very good
Enjoyed and learned immensely! Thank you!
Very well run. Time was well developed and used very effectively.
I think it is going to be super once we really get into it.
As of now, I have enjoyed the process.
Excellent workshop to this point.
Today's activities were most enjoyable. It set the format for days to come.
Well organized
I appreciate the positive, relaxed atmosphere - it is very conducive to acquiring knowledge.
The exercises were enjoyable.
A very interesting day! Thanks.
That each participant get a list of the names of the members of the 81-82 class.
Very good activities today.
Things picking up - looks good.
Outstanding program!
Shorten the lunch break to one hour and end the day a half hour earlier.
Excellent workshop
Excellent exercises for potential administrators

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SESSION III

TIMELINE, ROLE EXPECTATIONS
and
REGIONAL MEETINGS

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AGENDA

SESSION III

October 3, 1981

Saturday, October 3

8:00 - 8:15 a.m.	Sign in: Bristol Room
8:15 - 8:30	Warmup Activity
8:30 - 10:00	Role Clarification: Expectations of-- Project Director Administrator Competency Educato Sponsor/Resource Person Participant
10:00 - 10:15	Break
10:15 - 11:30	Regional Meetings
11:30 - 11:45	Regional Meeting Reports
11:45 - 12:00	Feedback/Debriefing

ADJOURNMENT

PROGRAM ACTIVITIES CHART, 1981-82

The agenda for this session was modified to provide time for the project director to present a visual detailing the schedule for all program activities during the year. This chart was developed by the staff while participants were involved in Session II. Although not included in this report, the chart has been typed, duplicated, and mailed out to all participants and ACE's.

ROLE CLARIFICATION/EXPECTATIONS

To clarify expectations of the four major role groups in the project, each regional group selected members to work on developing and refining what those expectations should be. ACE's were assigned to work with each group in this process. Group rosters were as follows:

EXPECTATIONS OF GROUP 1

Pete Borowski
Bettie Hogle
Bob Moccia
Max Outland
Eddie Pearson
Bob Snyder
Dr. Mohamed (Advisor)

EXPECTATIONS OF GROUP 2

Lynn Dewey
Tom Dunn
Roy Giehls
Al Johnson
Joe Picklesimer
Mario Vitelli
Dr. Hinely (Advisor)

EXPECTATIONS OF GROUP 3

Steve Harvey
Lutrell Johnson
Dennis Jones
Earl Lennard
Carrie Mickey
Steve Turner
Dr. Hall (Advisor)
Dr. Hensel (Advisor)

EXPECTATIONS OF GROUP 4

Bob Collard
Pete Labruzzo
Doug Long
Millie Runyon
Rudy Williams
Dr. Danenburg (Advisor)

Each group was provided with the following instructions:

ROLE EXPECTATIONS

Step 1. 20' Each group develops a list of what should be expected from their assigned role (with help from ACE).

Step 2. 5' Put list on newsprint and select spokesperson

Step 3. 15' Each group presents (3-4 minutes each)

Step 4. 10' Each group reviews the other three reports and notes additions, deletions, modifications needed. Group selects three negotiators to deliver changes to other groups

Step 5. 10' Negotiators meet with role groups to hammer out revisions.

Step 6. 5' Lists modified by original groups as agreed.

Step 7. 10' Group present modifications.

The final product of these group efforts follow:

EXPECTATIONS OF PROJECT DIRECTOR (Group 1)

1. Guidance
    a. University Credit
    b. Certification Requirements
    c. University Registration
    d. Liaison with State Department

2. Overall Coordination to Include:
    a. Facilities
    b. Activities of ACE's
    c. Overall Grading Criteria
    d. Communication with Project Participants
3. Provide resources to allow for useful and interesting meetings
4. If necessary, arbitrate between participants and ACE's
5. To provide necessary funding for operation of project

EXPECTATIONS OF ACE's (Group 2)

*1. Determine individual needs

*2. Provide experiences to meet competencies

3. Assist in selecting resource persons

*4. Evaluate transcripts and certification criteria

5. Steer the group

*6. Plan one (1) State meeting

*7. Identify resources for regional meetings

8. Constantly motivate and stimulate

9. Evaluate portfolios

10. Submit participants' final grades

11. Review and approve individual training plans

12. Provide individual counseling

13. Clarify role of resource person

14. Give one-on-one prescriptive instruction

15. Send out information to participants on time

16. Make recommendations for certification

17. Provide liaison between participatns, university and between university and other groups

18. Accept other responsibilities deemed necessary by project director

* Assist in

EXPECTATIONS OF PRO (PROFESSIONAL RESOURCE OFFICER) (Group 3)

1. Assist extern to identify competencies and needs assessment
2. Suggest and/or provide experiences to meet needed competencies
3. Assist in developing portfolio
4. Meet with extern and ACE on as-needed pasis
5. Meet with regional group if possible
6. Assist ACE in competency selection
7. Verification of competencies

EXPECTATIONS OF PARTICIPANTS (Group 4)

1. Plan state and regional meetings

2. Obtain DOE evaluation

3. Identify resource person for approval

4. Assess competencies with resource person

5. Devleop portfolio

6. Attend and participate (fulfill obligation) in state and regional meetings

7. Develop training plan(s)

8. Exercise credit option (University)

9. Implement training plan(s)

10. Submit evidence of completion of competencies

11. Make arrangements for personal finances

12. Complete feedback reports

REGIONAL MEETINGS

Time was provided for each regional group to meet together for planning and to clarify any unanswered questions of the participants. Two specific assignments were addressed: to schedule regional meeting dates and to decide on which state meeting their group would host. These were the results:

REGIONAL MEETING DATES

Northern:	Central:	Southern:
December 17, 1981	October 9, 1981	December 11, 1981
January 14, 1982	January 15, 1982	January 15, 1982
March 11, 1982	March 26, 1982	March 19, 1982
April 27, 1982	April 23, 1982	March 31, 1982

RESPONSIBILITIES FOR PLANNING STATEWIDE MEETINGS

November 12 - 14, 1981	Central Region
February 11 - 13, 1982	Southern Region
April 1 - 3, 1982	Northern Region
May 13 - 15, 1982	Staff

Brief reports were given by a spokesperson from each regional group summarizing the meetings.

Feedback/Debriefing

(See next page)

SESSION III FEEDBACK/EVALUATIONS

Saturday, October 3, 1981

WHAT HELPED TODAY?

The time line chart
The role that the four groups play
The entire agenda of activities
Opportunity to meet with ACE's for our Regional Group
Review of expectations by participants was a valuable experience.
Regional meeting was excellent.
Identifying responsibility of participants, pros, ACE's and project director was very helpful.
Clarification of roles was excellent.
Schematic and explanation very helpful in clarifying many questions I had. Opportunity for group meeting was worthwhile.
The outline of events and areas of responsibility
The exercise and role clarification was very helpful.
Breaking into regions
Role clarification
Every aspect of today's activities was very well done.
Clarification of roles was extremely helpful.
Clarifying what we need to do; meeting dates, etc.
Very effective organization
Finding out what is required of us as a participant in the program.
Meeting in regional groups and deciding dates, responsibilities and assignments
Clarification of the calendar for the year
Clarification of the roles of participants, ACE's, project director and resource person
The breaking down of the program as to the task of each person

WHAT HINDERED?

We ran out of time.
I feel more frustrated about what I need to do after meeting with my ACE.
Drapes are needed to shield glare from windows.

SOME CONCERNS I HAVE:

The conflicts of regional meetings.
Announcement to pay for the credit courses
I am looking forward to future State and regional activities.
Not enough time for activities
Lighting is very poor in the meeting room.
Recommend drapes be added by the next meeting.
Getting all the work done and not conflict with the time that must be spent on the job.
Glare from the windows
To do my best in all areas of work.

SOME CONCERNS I HAVE: (Contd.)

Being able to actively involve my resource person as much as I would like.
Time to do it all
Credits from college other than FIU

A COMMENT I WANT TO MAKE:

Things are really coming together. You're off to a good start.
Didn't care for the processed seafood buffet too much
This is going to be a very enjoyable and profitable year.
Going the "attainment of administrative competencies" route should improve vocational education in the long run.
This is a very enjoyable process.
Thanks to the staff for the social hour on Friday.
All of the activities for the past three days have been most helpful.
Need drapes on the windows
Reduce lunch time to one hour instead of 1 1/2 hours.
Draperies on windows would help reduce the glare.
Better lighting in hotel.
Thanks to ACE's, project director and Rex for the efficient way the meeting was handled.
Looking forward to an exciting year.
I have enjoyed the entire process.
I thank you for the experience.

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APPENDIX

FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

AGENDA

FIRST STATEWIDE MEETING, 1981
October 1 - 3
Winter Garden, Florida
Bristol International

Thursday, October 1

1:00 - 1:30 p.m.	Registration: Bristol Room
1:30 - 1:45	Opening Remarks - Dominic A. Mohamed Project Director
1:45 - 2:00	The 1980-81 Experience - James Montgomery Guidance Supervisor, Student Services Pinellas County School Board
2:00 - 3:15	Program Overviews - The ACEs --Vocational Administrator Competencies --Program Delivery --Instructional Resources --Field Visitations --Certification/Course Credit
3:15 - 3:30	Break
3:30 - 3:45	Introduction of Program Participants
4:45 - 5:00	Feedback/Debriefing

Friday, October 2

8:00 - 8:15 a.m.	Sign in: Bristol Room
8:15 - 8:30	Warmup Activity
8:30 - 10:15	Improving Communication Skills
10:15 - 10:30	Break
10:30 - 12:00	Leadership Styles
12:00 - 1:30 p.m.	Lunch
1:30 - 3:00	Leadership Styles (Continued)
3:00 - 3:15	Break
3:15 - 4:45	Building Group Consensus
4:45 - 5:00	Feedback/Debriefing
5:00 - 6:00	Social (Hosted by Staff)

Saturday, October 3

8:00 - 8:15 a.m.	Sign in: Bristol Room
8:15 - 8:30	Warmup Activity
8:30 - 10:00	Role Clarification: Expectations of-- Project Director Administrator Competency Educator Sponsor/Resource Person Participant
10:00 - 10:15	Break
10:15 - 11:30	Regional Meetings
11:30 - 11:45	Regional Meeting Reports
11:45 - 12:00	Feedback/Debriefing

ADJOURNMENT

SUGGESTED QUESTIONS
for
INTERVIEWS

1. Name, Organization and current position.

2. What do you do in your spare time?

3. Why did you decide to apply for this program?

4. What do you expect to receive from your participation?

5. What do you feel you can contribute to the program?

PROGRAM DELIVERY

I. Individual Need Assessment Based On:
   A. Vocational administrator competencies checklist
   B. Certification deficiencies
   C. Professional development goals

II. Planned Activities
   A. State-wide sessions
   B. Regional meetings
   C. Back Home

PLANNED ACTIVITIES--STATE

--Total group
--Common needs marked with highest priority
--Program activities planned by steering committee made up of regional reps
--National and state resource persons
--five in all
--same location

PLANNED ACTIVITIES--REGIONAL

--Regional group participation
--Needs common to regional group
--Activities planned (and conducted) by region members
--State and local resource persons
--Four in all
--Location varies

PLANNED ACTIVITIES--BACK HOME

--Extern training plan
   Certification needs
   Professional development needs
   Criteria/products
--Local vocational administrator and ACE are resource persons
--Activities based on FIU course outlines, OSU modules, personal portfolio
--Meetings as arranged with resource persons

REGIONAL GROUPS

NORTHERN GROUP:
(Region)

ACE's Dr. High Hinely
Dr. Bill Rader

Lewis Baber (abs.)
Tom Dunn
Roy Giehls
Bettie Hogel
Dennis Jones

Includes:

County:	Participants
Bay	1
Duval	1
Leon	4
Seminole	2

CENTRAL GROUP:
(Region)

ACE's Dr. Bill Danenburg
Dr. Jim Hensel

Pete Borowski
Charlotte Gore
Lynn Dewey
Steve Harvey
Lutrell (Al) Johnson
Peter Labruzzo
Earl Lennard
Bob Moccia
Millie Runyan
Steve Turner
Mario Vitelli

Includes:

County:	Participants
Hillsborough	4
Pasco	1
Pinellas	2
Polk	2
Sarasota	1

SOUTHERN GROUP:
(Region)

ACE'S Dr. Harry
Dr. George Vanover

Barry Linville (conditional)
Douglas Long
Joe Orr (abs.)
Max Outland
Joe Picklesimer
Bob Snyder
Rudy Williams

Includes:

County:	Participants
Charlotte	1
Dade	5
Okeechobee	1
Palm Beach	3

NORTHERN GROUP	NAME →	AL BARRS	BETTY HOGLE	ROY GIEHLS	DENNIS JONES	TOM DUNN	BOB COLLARD	HUGH HINELY
Supporting	Prod.	25	17	24	20	22	22	28
Giving	Def.	24	19	25	10	17	19	28
Controlling	Prod.	24	22	26	31	23	27	21
Taking	Def.	22	26	24	34	26	30	21
Conserving	Prod.	24	25	19	19	26	21	23
Holding	Def.	20	16	20	22	27	21	17
Adapting	Prod.	17	26	21	20	19	20	18
Dealing	Def.	24	29	21	24	20	20	24

CENTRAL GROUP	NAME →	JIM HENSEL	BILL DANENBURG	LYNN DEWEY	STEVE TURNER	MARIO VITELLI	LUTRELL JOHNSON	PETE BOROWSKI	PETE LABRUZZO	STEVE HARVEY	MILLIE RUNYON	BOB MOCCIA	EARL LENNARD
Supporting	Prod.	22	34	22	17	23	27	23	23	23	24	25	21
Giving	Def.	24	23	18	15	20	24	26	27	26	23	25	18
Controlling	Prod.	28	29	31	34	25	28	22	20	17	26	25	32
Taking	Def.	21	35	28	31	28	23	24	16	21	26	26	28
Conserving	Prod.	24	21	17	17	27	17	27	20	26	21	15	19
Holding	Def.	17	31	17	27	26	22	17	16	17	16	20	17
Adapting	Prod.	21	22	20	22	15	18	18	27	24	19	25	18
Dealing	Def.	12	20	27	17	16	21	23	21	26	24	19	27

SOUTHERN GROUP	NAME →	EDDIE PEARSON	BOB SNYDER	RUDY WILLIAMS	ARMANDO GARRIDO	MAX OUTLAND	DOUG LONG	JOE PICKLESIMER	CARRIE MICKEY
Supporting	Prod.	25	19	20	25	23	18	21	29
Giving	Def.	20	11	19	17	21	20	20	21
Controlling	Prod.	22	34	21	26	26	29	23	21
Taking	Def.	26	30	21	27	21	28	25	17
Conserving	Prod.	28	20	21	27	26	23	25	31
Holding	Def.	28	25	28	30	25	23	22	31
Adapting	Prod.	15	17	28	12	15	20	21	9
Dealing	Def.	16	24	22	16	23	19	23	21

PROJECT PLANNING EXERCISE	TEAM 1	TEAM 2	TEAM 3	TEAM 4	TEAM 5
Average Individual Score	69	49	68	82	73
Team Score	28	38	22	105	76
Gain (or Loss)	+41	+11	+46	-23	-3
Lowest (Best Score on Team)	EARL 44	JOE 30	BOB M. 38	BOB 38	AL 40
No. Individual Scores Lower than Team	0	1	0	5	2
Most Influential Team Member	EDDIE EARL MILLIE	JOE	RUDY	DENNIS	ALL

A COMPARISON OF TWO DECISIONMAKING PROCESSES: VOTING AND CONSENSUS-BUILDING

Voting-Taking	Consensus-Building
Definitions	
The vote of the majority (51%) determines when a decision is made and what its content is when the vote-taking procedure is used. Vote-taking hinges on agreement with the motion.	Consensus comes from the root Latin word "consensum" which means: "To feel together". A group has reached consensus (which may be low or high) when the members of the group feel together enough on a question and its solutions so that all of the group members are willing to help implement the decision.
Comparisons	
Voting will allow discussion to change the original motion only insofar as the changes do not alter the original intention of the motion.	Consensus-building process attempts to incorporate all points of view, if at all possible, into the solution of the question.
Discussion of a motion tends to divide a group into "those for" and "those against."	Consensus-building encourages the entire group to think, as a whole, of a solution upon which it can act as a whole.
Taking a vote freezes the group majority and minority.	Reaching a consensus means that all sides feel that they have been heard and accepted and consensus emerges as a tentative, often experimental solution to the question in which the best of all points of view have been used.
Voting usually proceeds according to "Robert's Rules of Order".	Consensus-building proceeds according to principles of the discussion method and encourages the total group to exercise responsibility for leadership services (functional roles).
Voting can be faster, but often implementation of decision is slower.	Reaching consensus takes more time than voting, but implementation is faster.
Discussion occurs in a formal atmosphere.	Discussion takes place in an informal atmosphere.
Discussion of a "motion" focuses attention on the solution to a problem.	Consensus-building begins with the problem and discusses it thoroughly - then solution evolves.

GROUP CONSENSUS GROUND RULES *

Your group has been asked to employ the method of group consensus in reaching its decision. This means that the list of concerns should be agreed to by each group member before it becomes a part of the group decision. Consensus is sometimes difficult to reach. Therefore, you should not expect that agenda items will meet with everyone's complete approval quickly. Try, as a group, to make each item one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the group task using logic whenever possible.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only those items with which you are able to agree, somewhat at least.
3. Avoid "conflict reducing" techniques, such as majority vote, averaging or trading, in reaching decisions.
4. View differences of opinion as helpful rather than a hindrance in decision-making.
5. Remember to use the skill of paraphrasing to help you clarify the meaning of statements made by others, particularly when the statement is in opposition to your own opinion.
6. Silence is often construed as agreement. Share with others your point of view quickly so that the group's time can be used as efficiently as possible.

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* (Adapted from PETC I Collection of Skills, Ruth Emory and Rene Pino, NWREL, Portland, Oregon)

EXTERN PROGRAM

1981 - 82

THEME SONG

Oh Lord, it's so hard to be humble
When you're prefect in every way
I know when I look in the mirror
I get better looking each day.

To know me is to love me
I'm just one helluva man
Oh Lord, it's so hard to be humble
But I'm doing the best that I can!

Report

of

FLORIDA MODEL OF PRESERVICE AND INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS

OF

VOCATIONAL EDUCATION

Statewide
Training Session
November 12 - 14, 1981
Bristol International Hotel
Winter Garden, Florida

Dominic A. Mohamed

Project Director

SESSION I

NEEDS ASSESSMENT

STATE/REGIONAL NEEDS ASSESSMENT

Agenda - Nov. 12, 1981

1:15 - 1:45	Practice Exercise - Characteristics of a good vocational supervisor/administrator
1:45 - 2:00	Overview
2:00 - 2:30	Listing Individual Needs (10 to 15)
2:30 - 3:00	Sharing Lists and Reaching Consensus on Top 5 (Regional)
3:00 - 3:15	Break
3:15 - 3:35	Integrating Lists and Making "Campaign Speeches"
3:35 - 3:45	Individual Ranking
3:45 - 4:00	Regional Ranking
4:00 - 4:45	Total Group Ranking (Top 5)
4:15 - 4:30	Regional Groups Select Needs and Post Lists (Top 5)

OVERVIEW

This session was designed to use a group process approach to assess the needs of the group. A practice exercise used the consensus method to reach agreement on the characteristics of a good supervisor/administrator.

Each individual reviewed the Needs Assessment Survey instrument he/she had completed and then listed 10 to 15 individual needs. These lists were shared in regional groups, and these groups reached consensus on their "big five" needs. These were shared in the total group and the lists integrated into one master list of 11 needs.

"Campaign speeches" were delivered on behalf of each need by individual advocates. Then, using a ranking sheet provided, each individual ranked the 11 needs. These were tallied and each regional group came up with a group ranking.

The regional group rankings and individual rankings were both posted to a master work sheet, and the top five were identified to be addressed statewide.

Regional groups then listed five additional needs which they plan to address in regional meetings.

Individuals were asked to check their original lists to identify personal needs that were not identified as either state or regional concerns. These will be the basis for individual learning plans.

CHARACTERISTICS OF A GOOD
VOCATIONAL SUPERVISOR/ADMINISTRATOR

STEPS in EXERCISE:

1) Complete individual work sheet (5')
2) Share individual work in your group (10')
3) Reach consensus on a report from your group (10')
4) Present a report to total group from newsprint(5')

WORK SHEET

A GOOD VOCATIONAL SUPERVISOR/ADMINISTRATOR

(1)--has the following qualities:
- (a) ---
- (b) ---
- (c) ---
- (d) ---
- (e) ---

(2)--expects his/her subordinates to:
- (a) ---
- (b) ---
- (c) ---
- (d) ---
- (e) ---

(3)--never:
- (a) ---
- (b) ---
- (c) ---
- (d) ---
- (e) ---

GROUP A REPORT

1. Has the following qualities:

- (a) Leadership
- (b) Communications skills
- (c) Management skills
- (d) Knowledge of community
- (e) Human relations

2. Expects:

   (a) Be resourceful
   (b) Be cooperative
   (c) Be loyal
   (d) Be assertive
   (e) Be compatible

3. Never:
   (Didn't complete)

GROUP B REPORT

1. Has the following qualities

   (a) Leadership
   (b) Professionalism
   (c) Organizational skills
   (d) Is goal oriented
   (e) Fairness in dealing with people

2. Expects his/her subordinates to:

   (a) Be professional
   (b) Be innovative
   (c) Be supportive
   (d) Have a good attitude
   (e)

3. Never:

   (a) Criticizes in public
   (b) Assumes anything
   (c) Betrays a confidence
   (d) Closes the door
   (e) Loses control

GROUP C REPORT

1. Has the following qualities:

   (a) Problem solver
   (b) Good listener
   (c) Organizational skills
   (d) Is persuasive
   (e) Empathy

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2. Expects his/her subordinates to:

    (a) Be dependable
    (b) Be hard workers
    (c) Be skillful
    (d) Have a good attitude
    (e) Participate

3. Never:

    (a) Loses temper
    (b) Is too demanding
    (c) Is negative
    (d) Is deceitful
    (e) Fails to recognize the good work of the staff

GROUP D REPORT

1. Has the following qualities:

    (a) Committment to vocational education
    (b) Good resource manager
    (c) Approachable
    (d) Positive implementor
    (e) Humanistic

2. Expects his/her subordinates to:

    (a) Raise questions/express concerns
    (b) Be creative
    (c) Be responsible
    (d) Be humanistic

3. Never:

    (a) Over reacts

THE BIG FIVE
FOR
EACH REGION

NORTH

IV. Vocational Curriculum Evaluation and Implementation
VII. Student Recruitment, Retention, Placement, and Follow-up
XII. Vocational Education Facilities Planning and Management
XIII Vocational Equipment Management (esp. 13.66 & 13.67)
XV. Vocational Program Fiscal Management

CENTRAL

A

VIII. Vocational Staff Management and Delivery
IX. Vocational Legislation
XI. School/Community/Labor, Management Relations

B

(51-55) Fiscal Planning
(68-77) Management of School Laws, Rules, and Policies

SOUTH

1.A - 2.10, Long and Short-Range Planning
2.A - 3.16 Handicapped
3.A - 3.21 Program Competencies
4.A - 8.44 Staff and Program Development
5.B - 64 Public Relations

REGIONAL AND STATE RANKINGS

	NEED	REGIONAL RANKINGS			INDIVIDUAL TOTALS	RANK
		NORTH	CENTRAL	SOUTH		
1	Staff/Program Development	6	3	1	90	4
2	Fiscal Plan/Management	3	2	3	84	3
3	School/Community Relations	8	5	7	130	5
4	Facilities Plan	4	8	8	170	9
5	Vocational Planning	5	6	2	73	1
6	Equipment Management	11	10	10	195	10
7	Vocational Legislation	2	1	5	74	2
8	Curriculum Design, Evaluation and Improvement	8	7	4	143	8
9	School Laws/Policies	6	4	9	138	6
10	Student Personnel Services	1	9	6	139	7
11	Reading	8	11	11	228	11

INDIVIDUAL RANKINGS

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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STATE AND REGIONAL NEEDS

STATEWIDE NEEDS

II. Vocational Planning

IX. Vocational Legislation

XV. Fiscal Planning/Management

VIII. Staff and Program Development

XI. School-Community Relations

REGIONAL NEEDS

NORTH

1. Facilities Planning
2. Curriculum Evaluation and Improvement
3. Equipment Management
4. School Law
5. Student Personnel (Follow-up)

CENTRAL

1. School Laws
2. Student Services
3. Vocational Curriculum
4. Facilities Planning
5. Equipment Management

SOUTH

1. Curriculum Design
2. Student Personnel
3. Facilities Planning
4. Equipment Management
5. Disadvantaged and the Handicapped

November 12, 1981 Session
Feedback/Evaluation

What Helped Today?

Getting together again! Like the group meetings.
Good Session!
To get the areas our group wanted in our needs.
Dealing with the needs assessment individually and in groups.
Group leader stayed on task.
Grouping common competencies together.
The group concensus of the traits that make a good vocational administrator. Setting the groups' needs and in turn establishing the regional needs.
Method of conducting needs activity.
Identifying topics to be addressed in state and regional.
Deciding on topics to address.
Opportunity to review needed competencies with other program participants and to identify state and regional priorities.
Deciding on common needs.
Receiving materials that were disseminated at previous meeting.
Identifying individual regional needs and prioritizing needs.
Planning process.
The needs assessment.

What hindered?

Meeting at 7:00 P.M. instead of dinner hour.
Too many chiefs and no Indians!
Strong feeling of individuals supporting their views and my unwillingness to change.
Instructions regarding the debate were not clear.
Size of group.
Central group too large.
Lack of adequate leadership in regional group.
Somewhat less structure and organization than last meeting.
My coming late.
Time required by larger groups to reach agreement.
Size of group.
Small group was large!
Not enough time.
Not enough time.
Today had a lot of confusion. The apparent organization of the last meeting was lacking today.

Some Concerns I have:

The amount of material to read. I did not receive the original material sent out!

How will we get it all done?

To understand more about the total program.

My own needs might not be met.

High frustration levels.

I do not feel comfortable with method of presenting CBVE information. Seems to be somewhat vague. Perhaps it will work out.

How I will meet these needs.

If I'll get through all the reading before next session.

I am concerned the program will not provide the information needed to be an effective Vocational Education Director.

A Comment I want to Make:

I enjoyed the meeting!

Too rushed.

More time is needed in discussing topics when interest is high.

The day was productive.

Dr. Hinely provides fresh strawberries for the April meeting.

Interesting afternoon.

I think the "Great Debate" is not a debate at all, but a presentation of facts. Also, it may be a lot of time wasted.

SESSION II

Competency-Based Vocational Education

SESSION III

Agreements and Contracts

SESSION IV

School and Community Relations

Session II: Competency-Based Vocational Education

Overview: Dr. William Blank of the University of South Florida served as a consultant for this session. Following his presentation, the group was divided into two teams (one pro and one con) to debate the issues of competency-based teaching/education as opposed to non-competency-based methods.

A packet of resource materials was distributed to each person and debating procedures and the schedule explained. Participants were given an overnight assignment to prepare for "The Great Debate".

A group of ACE's served as judges and ruled in favor of the pro team.

CONTENTS OF CBVE RESOURCE PACKET

	TITLE	PAGES
1.	Education - How and For What?	551-556
2.	Increasing Student Learning Efficiency	175-179
3.	Individual Instruction Systems for Vocational Education	22-25
4.	Bloom's Human Characteristics & School Learning	189-193
5.	Taking Aim at Trainings Trouble Spots	13-15
6.	Breaking the Barriers	5-9
7.	Pre-Professional Instruction in Engineering	28-31
8.	Try Competency-Based Instruction	80-82
9.	Xerox Corporation, etc.	1-7
10.	Anatomy of Competency-Based School	36-40
11.	Questions to Address	253-255
12.	Instruction for Determining if Program is C-B	567-569
13.	Learning as Constant-Time as Variable	511-514
14.	Model of School Learning	723-733
15.	Learning for Mastery: 10 Conclusions after 15 Years	104-109
16.	Conversation with Ben Bloom	157-161

CBVE DEBATE SCHEDULE

8:20 - 8:30 - FORMAT, ASSIGNMENTS, ETC.

8:30 - 9:30 - PLAN DEBATE

9:30 - 9:45 - BREAK

9:45 - 10:30-INITIAL PRESENTATIONS:

"A"	Pro #1	9:45 - 9:48	Rudy Williams
	Pro #2	9:48 - 9:51	Steve Turner
	Pro #3	9:51 - 9:54	Bettie Hogle
	Pro #4	9:54 - 9:57	Tom Dunn
	Pro #5	9:57 -10:00	Bob Snyder
	Pro #6	-10:00 -10:03	Charlotte Gore
	Pro #7	-10:03 -10:06	--------------

"A"	Con #1	-10:10 -10:13	Steve Harvey
	Con #2	-10:13 -10:16	Lynn Dewey
	Con #3	-10:16 -10:19	Dennis Jones
	Con #4	-10:19 -10:22	Mario Vitelli
	Con #5	-10:22 -10:25	Millie Runyon
	Con #6	-10:25 -10:28	Joe Picklesimer
	Con #7	-10:28 -10:31	--------------

10:30 - 10:45: PLAN REBUTTALS

10:45 - 11:30: REBUTTALS

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"B"	Con #1	10:45-10:48	Barry Linville
	Con #2	10:48-10:51	Max Outland
	Con #3	10:51-10:54	Joe Orr
	Con #4	10:54-10:57	Lewis Baber
	Con #5	10:57-11:00	Pete Borowski
	Con #6	11:00-11:03	Pete Labruzzo
	Con #7	11:03-11:06	-------------

"B"	Pro #1	11:06-11:09	Al Luttrell
	Pro #2	11:09-11:12	Bob Moccio
	Pro #3	11:12-11:15	Earl Lennard
	Pro #4	11:15-11:18	Roy Giehls
	Pro #5	11:18-11:21	Doug Long
	Pro #6	11:21-11:24	------------
	Pro #7	11:24-11:27	------------

11:30 - 12:00: Wrap-up/Summary, etc.

SESSIONS III and IV

OVERVIEW:

These two sessions involved presentations being made by:

Dr. David Hernandez
University of Central Florida
Orlando, Florida

and

Dr. Dan McKinnon
Alachua County School District
Gainesville, Florida

November 13, 1981 Session
Feedback/Evaluation

What Helped Today?

Debates and guest speakers
The planning process of the letter of agreements.
Agreements. The debate helped me to better understand CBE.
Debate/Agreement session was most helpful.
The CBVE debate; the letters/memos of agreement.
Debate - fantastic learning opportunity.
Enjoyed the debate.
The central region put together a well organized presentation. The group again outdid themselves.
Enjoyed the "Great Debate". Good learning experience. Encouraged total group participation.
The debate was very informational. I learned a great deal about CBVE which I hadn't known before. The process worked well in accomplishing the competency. The day was very full but beneficial. Dr. Hernandez was excellent.
Dan McKinnon was great. Some parts of the presentations were not very very relevant to my situation.
Debate experience was excellent. Possible improvement might have been to have Dr. Blank fill in the blanks (no pun intended) by speaking to the CBVE issue.
Dan McKinnon speech was great!

What Hindered?

Too much time spent on debate.
Not enough time to work with some of evening speakers.
Lack of research material to cover both sides of the question on CBVE.
Poor lighting in conference room.
Warm room-poor lighting.
Not enough time for Dr. Hernandez.
Cramped for time again.

Some Concerns I Have:

Is the changing of dates going to continue?
What is the future of vocational education statewide? (Especially local vocational administrators)
The status of the vocational director certification as stated by Dan McKinnon.
They are getting solved.
Are we spending enough time with our ACE's?
At the next statewide meeting, I feel we should direct our attention to including females when discussing opportunities for individuals rather than always using the generic "he".

A Comment I want to Make:

Too much to read in one night. (from 11/12/81)
Too much reading for such a short notice.
Need paper towels in the men's rest room.
The ACE's and everyone here are really a super group.
Everyone was great!
Things are looking better.
I appreciate the moving along of the agenda so as not to dwell too long on any one subject.
Enjoy the group and ACE's tremendously.
We may need a legislative presentation from the FVA and possibly one on our role with and in the FVA.

SESSION V

REGIONAL MEETINGS

Session V - Regional Meetings

OVERVIEW:

This session was preceded by the "Five Squares" exercise led by Dr. William P. Danenburg. Participants identified learnings from the activity.

The regional meetings focused on revising the statewide and regional meeting plans to better conform with the needs identified in Session I. Two regional meetings were eliminated and one additional state meeting was scheduled for January 14-15, 1982. Responsibilities for planning state meetings were agreed upon.

ACE's spent remaining time with individual participants in developing their individual plans.

WHAT WE LEARNED FROM ACTIVITY

1. People don't follow unreasonable rules
2. People discover systems of winning.
3. Most talented persons should be used in solving problems.
4. Sharing pays off.
5. Trust is important in problem solving.

AGREED UPON SCHEDULE CHANGE

Two regional meetings have been eliminated and replaced by one additional statewide meeting scheduled for January 14-15, 1982 at Briston International Inn.

Time Schedule:

January 14, 1982: 11:00 A.M. - 5:00 P.M.
Social 5:00 P.M. -
January 15, 1982: 8:00 A.M. - 3:00 P.M.

REVISED REGIONAL MEETING SCHEDULE

Region	Date	Topic
North	December 18, 1981 April 27, 1982	Curriculum IV School Law - B-68/74
Central	April 23, 1982	School Law - B-68/74
South	March 19, 1982 December 11, 1981	Curriculum IV Hancicapped & Disadvantaged III - 3.16, 3.17 VII - 7.36

PLANNING RESPONSIBILITY
for
STATEWIDE MEETINGS

January:	North	Legislation IX Vocational Planning II
February:	South	Facility Planning XII Equipment Management XIII Student Personnel VII
April:	*Committee from all 3 regions	Fiscal Management XV Staff and Program Development VIII
May:	Staff	School-Community Relations XI

* PLANNING COMMITTEE FOR APRIL

1. North: Bettie Hogle
2. Central: Charlotte Gore
3. Central: Dennis Jones
4. Central: Steve Harvey
5. South: Joe Orr
6. South Armando Garrido

November 14, 1981 Session
Feedback/Evaluation

What Helped Today?

Getting some of the questions answered.
Time in regional meetings very valuable.
Exercise with puzzle was interesting. Planning session with group was helpful.
Some understanding of the individual and state plan. The humanizing exercise. The course registration information.
Getting a better scope of what I need to be certified.
Lining up our individual program plans with our ACE's.
Clarification of how competencies will be covered at state and regional levels.
The regional planning meetings.
Clarifying needs of competencies; talking individually with ACE's.
Opportunity to meet a bit longer with regional group.
Regional meetins.
I now feel that I have direction and will be able to complete my plan.
Knowing what competencies are needed.
Warm-up activity.
The total updating of where we are with personal goals.

What Hindered?

Money for the course requirements.
Not enough time to fully understand all needed in today's activities.
8:00 A.M. starting time.
Not enough organization to regional meeting.
Some confusion regarding procedures for verifying competencies. I'm sure that meeting minutes will clarify any questions.
Disorganized for awhile.

Some Concerns I Have:

I'd like to see things laid out more definitely for meeting competencies and development of portfolio.
Providing documentation of competencies.
I think I will be taken care of after meeting with my ACE.
Still must have my state certification evaluation.
That all requirements to be met by state and regional meetings are well recorded!
None at present. Anticipating a lot of work over the next 3 to 4 months.
Still concerned about acceptance of broad topics being signed off when actual individual competnecies aren't met.

A Comment I Want to Make:

Appreciated Mohamed, Toothman and ACE's for outstanding program.
Overall state meeting was good.
The cost of refreshments. What are we going to do about it?
After this meeting, I gained a better understanding of what is expected.
Enjoyable 3 days.
Enjoyed every minute of it!
Very good meeting - totally.
Enjoying the opportunity to associate with an outstanding group of folks.
I have a better understanding of what I need to do.
I feel that this meeting was more complete than the previous one.
Once again, I enjoyed it.
Things are now coming together.

APPENDIX

AGENDA

COMPETENCIES ADDRESSED

RECOMMENDED PROCEDURE FOR MEASURING ACHIEVEMENT of INDIVIDUAL COMPETENCIES

ADDENDUM TO ROSTER OF PARTICIPANTS

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FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

AGENDA

SECOND STATEWIDE MEETING, 1981
November 12-14, 1981

Winter Garden, Florida
Bristol International Inn

Thursday, November 12,

1:00 - 1:15	Sign In
1:30 - 4:30	State and Regional Needs Assessment Competency 1.1, 1.5 and 1.6 Presiding: Mr. Rex C. Toothman Rex C. Toothman Associates
2:30 - 4:15	Staff Meeting - Dr. Dominic Mohamed presiding
4:30 - 4:35	Introduction of Speaker - Ms. Lynn Dewey Polk Vocational Technical Center
4:35 - 5:15	*"The Great CBVE Debate", Competency 6.32 Dr. Bill Blank University of South Florida
5:15 - 6:30	Staff Meeting
7:00 - 8:00	Central Region Planning Dinner Bristol Dining Room Presiding: Ms. Mildred Runyon Regional Chairperson
8:00 -10:00	Preparation for Debate In your room reading assignments

*Special preliminary reading materials are attached.

Friday, November 13

8:00 - 8:05	Sign In
8:05 - 8 20	Communications Activity, Appendix B Competency 13 Presiding: Dr. Jim Hensel University of Florida
8:20 - 8:30	Debate instructions/Format Dr. Bill Blank
8:30 - 9:30	Debate planning Pro and Con team formations
9:30 - 9:45	Break
9:45 -11:30	Debate
11:30 -12:00	Judges Decision and debriefing

	Dr. Harry Hall - Univ. of Central Fla. Dr. Hugh Hinely - Fla. State Univ. Dr. Bill Rader - Univ. of West Fla. Dr. George Vanover - Fla. Intern'l. Univ.
12:00 - 1:00	Lunch
1:00 - 3:00	Agreements and Contracts Dr. David Hernandez University of Central Florida Competency 11.59
3:00 - 3:15	Break
3.15 - 4:30	School and Community Relations Dr. Dan McKinnon Alachua County School District Competency 11.57
3:00 - 5:00	Staff Meeting Presiding: Mr. Rex Toothman
5:00	"Friday the Thirteenth" Party Hosts: The Central Region Externs

Saturday, November 14,

8:00 - 8:15	Sign In
8:15 - 9:00	Activity: "Facilitating a Humanizing Environment" Presiding: Dr. Bill Danenburg Appendix B Competency 27
9:00 - 9:45	Regional Meetings - Planning for one-day meetings Competency 1.7
10:00 -10:30	FIU Credit Course Registration Fla. International University Ms. Lisa Pugliese
10:30 -11:15	Individual Plans - Resources, Methods and Evaluation - Panel discussion Moderator: Dr. Dominic Mohamed
11:15 -11:55	Regional meetings - finalize planning
11:55 -12:00	Evaluation
12:00	Adjournment

P.S.: Rex Toothman will convene, coordinate, summarize and conduct the evaluation of all presentations and activities.

COMPETENCIES FOR NEEDS ASSESSMENT

Appendix A

(1.1) Develop plans for conducting vocational education needs assessment

(1.5) Determine occupationsl needs of students

(1.6) Collect, analyze and interpret data

OTHER COMPETENCIES BEING ADDRESSED IN THIS MEETING

Appendix A

(6.32) Establishes competency-based vocational education programs (Dr. Blank)

(11.59) Formalizes contracts or cooperative agreements with private and public agencies relating to conducting vocational programs (Dr. Hernandez)

(11.57) Applies effective communication skills in relating to the work oriented community, including employers, organized labor, and supervisory on-line persons (Dr. McKinnon)

(1.7) Formulates procedures for vocational programs to meet identified needs (ACE's in Regional meetings)

Appendix B

(13) Motivating staff to practice creative and innovative techniques

(27) Facilitating a humanizing environment (Dr. Danenburg)

RECOMMENDED PROCEDURE
FOR
MEASURING ACHIEVEMENT
OF
INDIVIDUAL COMPETENCIES

1. Use Ohio State modules deemed appropriate for each of the four certification courses as a recommended guideline.

2. Determine individual needs by reviewing those assessed in Appendices A & B and letters from Certification (DOE).

3. For each competency addressed, participants must present documentation (a letter without documentation is unacceptable).

4. Documentation might be a description of performance verified by PRO.

5. Portfolio will be reviewed and verified by PRO prior to ACE review and sign off.

ADDENDUM

FLORIDA PRESERVICE AND INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

PARTICIPANTS AND STAFF

1981-82

DELETE: ROBERT E. COLLARD, CARRIE MICKEY, GEORGE VANOVER

ADD:

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CORRECT:

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601 Toney Penna Drive
Jupiter, FL 33458

Report

of

FLORIDA MODEL OF PRESERVICE AND INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS

OF

VOCATIONAL EDUCATION

Statewide
Training Session
January 14 - 15, 1982
Bristol International Hotel
Winter Garden, Florida

Dominic A. Mohamed

Project Director

ROSTER

of

PARTICIPANTS

EXTERNS:

Lewis E. Baber
Peter J. Borowski
Lynn S. Dewey
Thomas W. Dunn
Roy Giehls
Charlotte Carney Gore
Steve Harvey
Bettie Hogle
Lutrell Johnson
Dennis R. Jones
Peter S. Labruzzo
Earl Lennard
Barry Linville
Douglas M. Long
Robert Moccia
Joseph A. Orr
Max L. Outland
Joe Picklesimer
Millie E. Runyon
Robert F. Snyder
Steve R. Turner
Mario R. Vitelli
Rudy V. Williams

STAFF:

Dominic A. Mohamed
William Danenburg
Harry O. Hall
James Hensel
Hugh Hinely
Carl Proehl
Billie Rader
George Vanover
Helen Lipscomb
Lisa Pugliese

PRESENTORS:

Leon Sims
Ron Scull
John Sojat
Patsy Agee
Warren Harrell
Dean Griffin

FLORIDA EXTERN LEADERSHIP TRAINING PROGRAM
Agenda
Bristol International, Winter Garden, Florida
January 14-15, 1982

January 14th

11:00 a.m., Check in and registration

11:30 a.m.
PROGRAM INTRODUCTION

11:45 a.m.
STATE LEGISLATION-PROCESSES AND ISSUES,
Dr. Leon Sims, Assistant Director
Florida Department of Education
Division of Vocational Education

Ron Scull, Executive Director
Florida Vocational Association

12:45 a.m., Break

1:00 p.m.
STATE LEGISLATION, Continued

2:00 p.m., Break

2:10 p.m.
THE PLANNING PROCESS-PLANNING FOR VOCATIONAL EDUCATION AT STATE AND LOCAL LEVELS
Selected DVE Staff
Department of Education

3:30 p.m., Break

3:40 p.m.
THE PLANNING PROCESS, Continued

4:50 p.m., Evaluation

5:15 p.m.
ATTITUDE ADJUSTMENT
Sponsored by Northern Group

FLORIDA EXTERN LEADERSHIP TRAINING PROGRAM
Agenda
Bristol International, Winter Garden, Florida
January 14-15, 1982

January 15th

8:15 a.m.
THE PLANNING PROCESS

9:45 a.m., Break

10:00 a.m.
FLORIDA EXTERN PROGRAM PLANNING AND STATE MEETINGS

FINALIZE INDIVIDUAL CONTRACTS

11:30 a.m., Lunch

12:30 p.m.
FEDERAL LEGISLATION-PROCESSES AND ISSUES
Dean Griffin, Director of Government Relations
American Vocational Association

2:00 p.m., Break

2:15 p.m.
FEDERAL LEGISLATION-PROCESSES AND ISSUES

3:45 p.m.
REPORT FROM PROJECT DIRECTOR
Dr. Dominic Mohamed, Project Director
Florida International University
Industrial-Vocational Education

4:00 p.m., Evaluation

4:15 p.m., Adjourn

January 14, 1982

Covered this date by John Sojat, Ron Scull, Leon Sims, Patsy Agee and Warren Harrell, were: STATE LEGISLATION-PROCESSES AND ISSUES and PLANNING FOR VOCATIONAL EDUCATION AT STATE AND LOCAL LEVELS.

Since these were lecture type presentations, we are asking that you refer to all of the materials which the presentors shared with the participants. They are most informative and much too lengthy to present again in this report.

Feedback/evaluations were completed and are listed herein.

January 14, 1982
Feedback/Evaluation

What Helped Today?

Actually going through the steps of the planning process, also some very good suggestions on Legislative issues.
Several good presentations - Unfortunately, presentors were not able to respond/react at length to our homework.
Everything - finally getting down to practical items.
Having an opportunity to discuss legislation before the session started in Tallahassee.
Much of the information I received was reiterated material - but I learned some new points.
A lot of good information, maybe too much.
Very well informed presenters.
Dr. Agee, Dr. Harrell and Ron Scull.
Ron and Leon's presentation.
Ron Scull's presentation was excellent.
Handout sheets.
Excellent speakers - good information.
Passouts were interesting.
The entire presentation of the day. Very informative.
Planning process much clearer.
The planning process, both presentations, were extremely helpful.
Planning process. High-powered speakers.
Presentations and handouts are very helpful in understanding the legislative and planning processes.
Meeting the competencies. Seeing the group again.
The legislative section.
All topics presented.
All sessions very informative!
The quality of the speakers.

What Hindered?

Not enough time.
Some presentors should have spent more time explaining the planning process and less on background of why there was a need to develop the process.
Too much lecture!
Perhaps, a little too much lecture.
Some presentors from DOE were not able to give a clear assignment, due to their public positions and nature of material and questions.
Cold.
The lecture method is a killer! We seemed to get bogged down (for the first time) in trivia and missed the goals or competencies.
Weather.
Too many presentations for half day.

What Hindered? (Cont.)

Too much lecturing, not enough hands-on activities.
Weather.
Slow start.
Weather.
Some presentations were too broad. No lunch.
Too formal - not enough group activities.

Some Concerns I Have:

Some of this is only "nice to know".
Trying to compress too much into a small amount of time.
My room reflects a need for motel housekeeping program to develop a higher level of competency with inn staff. (The mud that was on the floor tile yesterday when I checked in is still there today after housekeeping cleaned! My room is dirty!
Will we have enough time to plan our individual contract?
I want to know more about what I need to be doing on individual plan.
Planning process appears quite complicated. Hope I'll understand it better after tomorrow.
Getting all this material digested.
Different approaches stated by ACEs - confusing.
The final decision of my ACE.
The local directors impact on legislation. I think it should have been emphasized more that in order for "lobbying" to work a strong admin. staff has to exist in the school to permit the director to leave the school in good hands to do such lobbying.

A Comment I Want to Make.

The best meeting we've had.
Need some restructuring of "qualitative" content. Time is too valuable for too much trivia.
Most practical session we have had.
Enjoyed the sessions - but missed getting together as a group. I think participation and cooperation lends much to learning. Lecturing is great - especially by such "esteemed" leaders - but more discussions I think are necessary.
Missed Rex.
Well done.
The northern group is to be congratulated. A GOOD SHOW!
Very clear presentation by the last 3 presenters.
Very complete data presented.
Cold in meeting room.
I need help.
All speakers handle their area very well.

January 15, 1982

PLANNING FOR VOCATIONAL EDUCATION AT STATE AND LOCAL LEVELS was continued by Patsy agee and Warren Harrell. (Refer to handouts distributed January 14, 1982.)

Dean Griffin made the afternoon presentation on FEDERAL LEGISLATION-PROCESSES AND ISSUES. (Refer to the handout materials which Mr. Griffin distributed.)

Feedback/evaluations were completed and are listed herein.

January 15, 1982
Feedback/Evaluation

What Helped Today?

Dean Griffin--- excellent.
Mr. Griffin covered very interesting material and information. Very good speaker!
Staff meeting. Excellent speakers.
Understanding the legislative process and what it means to Vo-Ed.
Dean Griffin's talk was great!
Discussion of federal legislation excellent.
The Legislation-Processes and Issues by Dean Griffin.
The session by Dean Griffin was excellent.
Mr. Griffin was excellent and extremely helpful.
Very informative but too much information was condensed into a short time.
Sessions were informative - even though little "hands on" took place, I think the material was presented effectively.
All presentations were excellent. The Planning Process is much clearer to me now.
Information supplied by such "important and esteemed" speakers. We could not have gained this knowledge otherwise from just written materials!
Dean Griffin had some excellent material to present.
Understanding fully what is expected of me.
Everything was excellent. Drs. Agee and Harrell were super. Had excellent information. Mr. Griffin was excellent. Everything today was great.
Overview of planning process and Federal legislation. Both very well done.
Excellent presentation by Dean Griffin on the federal process of law making affecting Voc. Ed. The opportunity to meet with my ACE for confirmation of what I must do to satisfy my individual needs in the program.

What Hindered?

Lack of hands-on activities.
Lecture method only teaching method used to make us competent.
Meetings not starting on time. 11:30 lunch a little too early.
The discussion on state planning was a little confusing. Especially appreciated Dean Griffin's talk.
Not enough (not any) hands-on activity.
Delays.
Cold room.
Not enough hands-on experiences.
We need more time for one-on-one with our ACEs.
No "hands-on" activities, but maybe some things are difficult to involve participants.

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Some Concerns I Have:

Time to complete modules!
The completion of the Extern program on time.
Let's keep it rolling.
Too much lecture type information. Should have more hands-on activity - please send list of competencies gain from state-wide meeting as soon as possible.
Time to do my competencies at home!
The amount of outside work to be done in 3 weeks is too much. The results will not be real good because we all have too much to do in too little time.
I feel this lodge is sub-standard and we should find a new place to meet - even if the cost is greater!

A Comment I Want to Make:

Everything pertaining to competencies is finally clear and concise.
I appreciate the individual meetings with the ACE to clean up any problems I may have.
The Extern program is coming along very well.
I am confused on what is to be completed for the credit courses and what is to be completed for the program.
The individual plan could have been communicated more clearly at an earlier time.
A real privilege to have the quality of consultants such as we had yesterday and today!
Very good job by North Region. Good speakers.
Speakers were very good but not enough hands-on I consider some of the situation today.
Parts of this program are excellent. Three days really is too long. The Fridays need to either start later or end earlier.
If we continue to meet here we should provide all our own hospitality and not purchase through the inn. I liked meeting on Thursday and Friday rather than extending on until Saturday A.M. - good format to follow!

Report

of

FLORIDA MODEL OF PRESERVICE AND INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS

OF

VOCATIONAL EDUCATION

Statewide
Training Session
February 11 - 13, 1982
Bristol International Hotel
Winter Garden, Florida

Dominic A. Mohamed

Project Director

FLORIDA EXTERN LEADERSHIP TRAINING PROGRAM

AGENDA

Bristol International, Winter Garden, Florida

February 11, 1982

11:00 a.m.,	Check In and Registration
1:00 p.m. - 1:15 p.m.,	PROGRAM INTRODUCTION
1:15 p.m. - 1:30 p.m.,	Warm-Up Dr. Rex Toothman
1:30 p.m. - 2:45 p.m.,	FACILITIES PLANNING AND CONSTRUCTION, Fred Hay, Facilities Planning and Construction Specialist Department of Education
2:45 p.m. - 3:00 p.m.,	Break
3:00 p.m. - 3:30 p.m.,	FACILITIES PLANNING, Continued
3:30 p.m. - 4:30 p.m.,	OSU MODULES - David Greer
4:30 p.m. - 4:45 p.m.,	Evaluation

Presiding, DOUGLAS LONG

Thursday, February 11, 1982
Warmup

Wanted: Bob Snyder

Asst. Principal, Robert Morgan
Vocational/Technical
for always being in the middle

Having strong need for less frustration

Living by the slogan: When in doubt, ATTACK!!!

Wanted: Fred Hay, Facility Speicalist-OEF, Tallahassee

For: Always being ready to see "Used Cars"

Having strong needs for new information

Living by the slogan--Where there's a will, there's a way

Wanted: Douglas Long, Asst. Principal
Jupiter, FL

For: always being dependable

Having strong needs for LOVE

Living by the slogan--it will get better

Wanted: Lisa Pugliese, Project Assistant

For: always being able to take on just one more project

Having strong needs for self preservation

Living by the slogan: This too shall pass

2/11/82

Wanted: Rex Toothman, Unemployed, Lakeland

For: Always being at the right place at the wrong time

Having strong needs for: lots of love and affection

Slogan: When in doubt--throw it out.

Wanted: Rudy V. Williams, Associate Dean-MDCC-South

For: Always being the first one on the job and the last to leave

Having strong needs for: Total team effort.

Living by the slogan: One for all, all for the Division.

Wanted: Lutrell Johnson, Teacher, Pinellas County

For: Always being DIRECT.

Having strong needs for: ALL PEOPLE

Living by the slogan: Do unto others as you have them to unto you.

Wanted: Barry Linville, Vocational Chairperson, Okeechobee

For: Always being too wordy--wordy---wordy

Having strong needs for: People to listen

Living by the slogan: It will get done

Wanted: George Vanover, Associate Professor, FIU

For: Always being a southern gentleman

Having strong needs for: Freedom to do as I wish

Living by the slogan: Do unto others as you have them to to you.

2/11/82

Wanted: Roy Giehls, Director, Vocational Evaluation, DVE

For: Always being a booster for Florida's vocational education programs

Having strong needs for additional administrative skills

Living by the slogan: Everything usually turns out for the best

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Wanted: Carl Proehl, Professor, Vocational Education, UWF

For: Always being too busy

Having strong needs for: Longer sabbaticals

Living by the slogan: Live and let live.

Wanted: Tom Dunn, Tallahassee, FL

For: Always being 1 day, 1 hour, or 1 minute too late; someplace other than where he'd rather be (travels too much) and is always around to help.

Strong needs for : More hours in a) day, more days in week;
b) to plan work better--learn to say NO!

Slogan: Tomorrow has to be better.

Wanted: Hugh Hinely

For: Always being out of town

Having strong needs for: Graduate assistants, secretarial support, time to go fishing

Known by the slogan: Mr. Industrial Arts of Florida

Wanted: J.W. Hensel, U of F

For: Always being a teacher

Having strong needs for: More answers

Slogan: Don't let the bastards grind you down
(Illegitemi - Carborundum)

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2/11/82

Wanted: David Greer, Graduate Student, Columbus, Ohio

For: Being thoughtful, thorough, unpardonably funny, and going 6 directions at once.

Having strong needs for: Challenge, satisfaction, variety (and better penmanship)

Living by the slogan: I'll try almost anything--at least once.

Wanted: Max Outland, Director of Vocational Education, Charlotte County

For: Always being brief and to the point.

Having strong needs for: More organization

Living by the slogan: Learn today - earn in the future

Wanted: Joseph A. Orr, Assistant Superintendent, Palm Beach County Schools

For: Always being involved and concerned with his fellow human beings

Having a strong need for: Continued involvement

Living by the slogan: If it ain't broke, don't fix it.

Wanted: Millie Runyon, State Consultant, Region IV, Tampa

For: Always being happy, friendly, inquisitive, eager to learn, loving, neat, perceptive, strong, self-reliant

Having strong needs for: Someone to love,administrative skills, friends, happiness

Living by the slogan: Live today to the fullest. Tomorrow may never come.

Wanted: Steve Harvey, Program Director, SCUTC

For: Always being straight and by the book

Having strong needs for: Developing confidence

Living by the Slogan: Whatever amount of time it takes to get the job done!

2/11/82

Wanted: Steve Turner, Instructor, Zephyrhills, FL

For: Always being relaxed

Having strong needs for: An increase in the supply budget for my program

Living by the slogan: Don't worry!

Wanted: Earl Lennard, Supervisor, Voc Agriculture, Hillsborough County

For: Always being a day late and a dollar short

Having strong needs for: fun and laughter

Living by the slogan: Don't do today what you can put off until tomorrow

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Wanted: Pete Labruzzo, Supervisor, Brewster Skills Center, Tampa, Fl

For: Always being at the right place at the wrong time.

Having strong needs for: Serving others

Living by the slogan: Leave the world better than you found it.

Wanted: Bill Danenburg, (Sometimes) Professor of Vocational Education
Alias - William, Dan, Prof.

For: Always being on time for classes

Having strong needs for: Love and affection

Living by the slogan: Keep smiling

Wanted: Joe Picklesimer, Dean, Jupiter, FL

For: Always being involved

Habing strong needs for: Being liked and recognized

Living by the slogan: Help others as you improve yourself.

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2/11/82

Wanted: Mario Vitelli, AKA Godfather
Assistant Director, Pinellas V. Tech Inst., Clearwater

For: Always being overworked

Having strong needs for: HELP

Living by the Slogan: "Management by Crisis"

Wanted: Pete Borowski, IMTS Coordinator, PVTC

For: Always being a social menace who feels a need to educate ALL

Having strong needs for: A large amount of funds to provide for all vocational programs.

Living by the slogan: ALL POLOCKS ARE GREAT

Wanted: Dennis Jones, Education Consultant, DOE, Tallahassee

For: Always being a day late and a dollar short

Having strong needs for: Sombody to hold me down

Living by the slogan: Live for today

Wanted: Lynn Dewey, Guidance Counselor, Lakeland

For: Always being efficient

Having strong needs for: A good time

Living by the slogan: Life is too short so enjoy it.

Wanted: Lewis Baber, Dean, Gulf Coast Community College

For: A bad farmer

Having strong needs for: HELP!

Living by the slogan: Dig it up and try again!

February 11, 1982 Session
Feedback/Evaluation

What Helped Today?

- OSU Module presentation by David Greer Excellent
- Free coffee
- Excellent presentations
- Enthusiasm of the South Group
- Good organization of the South Group
- Both presentations
- Last speaker excellent
- All subjects were very well done
- Dr. Hay did a good job of explaining facilities planning
- Information was factual and exceedingly beneficial
- Information from resource people
- Additional explanation of certain factors concerning facility construction that were not covered in great detail in the module
- Fred Hay did a good job presenting the process of facilities planning
- Having Rex back
- Speakers were knowledgeable
- Information was great
- Presenters were excellent
- The discussion by Fred Hay on facilities planning in Florida, and the OSU Module by David Greer
- Good subject
- Good presentations
- Greer was good
- Hay told it like it is
- The DOE rep, Fred Hay, was very practical
- Useful information
- Very practical information
- Learning that 6 A-Z is the bible for new construction

What Hindered?

- Not knowing we should have read and completed the whole module
- My "Back Home Worries"
- Not doing all of the correct modules
- Not a great deal of participation, except in the homework assignment
- Did not like the warm-up exercise
- Some presentations were difficult to understand.
- Leaving assigned OSU Module on desk in office
- Not enough homework time
- Doing modules. The first 1 1/2 hours

February 11, 1982
Feedback/Evaluation

Some Concerns I Have:

Being able to talk to ACE about final analysis
Time in these sessions seemed to go somewhat slowly.
I'm as warmed up as I care to be and would prefer to spend warm up time on more productive activity
A pretty comprehensive subject to be covered in such a short time
What documents are needed for the objective on facilities planning
Would like to have more discussion on the subject matter of the module
Are the modules a good learning experience
Some confusion still exists concerning competencies needed and competencies met

A Comment I Want To Make:

Enjoyed being back in the group
Fridays last way too long
It is interesting to note in planning for facilities, one is not permitted to accommodate future growth. However, one is required to plan for future growth in program planning. Another example of a lack of consistency between divisions in Tallahassee. What good does it do to plan a curriculum for the future when no plans can be made for a building
Very good job by this group
Good job so far
Very good
Maybe we could arrange the table in a circle or something. This would facilitate better group participation
I need to talk to my ACE
More time
Good show
Too much noise from kitchen work area
Wandered too much from subjects--Too much noise from kitchen
Not enough time to complete assignemnt for today
We're comin' in the home-stretch

FLORIDA EXTERN LEADERSHIP TRAINING PROGRAM

AGENDA

Bristol International, Winter Garden, Florida

February 12, 1982

8:00 a.m. - 8:15 a.m,	Sign in
8:15 a.m. - 8:45 a.m,	Warm-Up Dr. Rex Toothman
8:45 a.m. - 10:00 a.m.,	VOCATIONAL EQUIPMENT MANAGEMENT, Dr. George Mehallis, Dean of Occupational Education, Broward Community College
10:00 a.m. - 10:15 a.m.,	Break
10:15 a.m. - 11:00 a.m.,	VOCATIONAL EQUIPMENT MANAGEMENT, continued - Joe Orr and Doug Long Wrap-up and Discussion
11:00 a.m. - 11:45 a.m,	OSU MODULE, MANAGE VOCATIONAL BUILDING AND EQUIPMENT, David Greer - Ohio State University
11:45 a.m. - 1:00 p.m.,	Lunch, Flea Market
1:00 p.m. - 2:45 p.m.,	VOCATIONAL STUDENT FOLLOW-UP Bob Megow and Dan Moore
2:45 p.m. - 3:00 p.m.,	Break
3:00 p.m. - 4:45 p.m.,	PROJECT LINK, John Corwin
4:45 p.m. - 5:00 p.m.,	Evaluation
5:15 p.m. - - p.m.,	ATTITUDE ADJUSTMENT Sponsored by Southern Group

Presiding, a.m. Rudy V. Williams
p.m. Barry Linville

Friday, February 12, 1982
Warmup

1. Think about an ideal work environment --- a classroom or office in which you would like to work.
   Write the scenario---list the description of what it would be like---
   - ---physical environment
   - ---characteristics of work tasks
   - ---relationships among personnel
   - ---benefits to students/employees
   - ---benefits to school/school system

2. Five groups of four---share, discuss lists---

3. Look at your present work setting --- compare to ideal you described.

4. Think of one or two things you can do to move your present environment in the direction of the ideal.

IDEAL WORK ENVIRONMENT

Adequate space
clerical help
resources
climate control
storage
well-equiped
aisthetics
noise control
easily maintained
plants

good view
parking
well insulated
professionalism
friendly
accommodate management style preferences

February 12, 1982 Session
Feedback/Evaluation

What helped today?

Getting together with my ACE.

The first 45 minutes of Mr. Greer's activity and Mr. Corwin's presentation were excellent. Dr. Mehallis was also very organized and to the point. He did too good a job for the Southern group's planning.

The presentation on placement and follow-up was excellent. The study conducted on drop-outs and leavers is a model for other administrators to implement to determine some change that may need to be made in curriculum and/or administration.

Dan Moore's presentation was particularly outstanding. What if every area voc-tech center, community college and comprehensive high school had a Dan? George Mehalis gave a good presentation but could have been a bit more detailed. Some presentations tended to drag a little. Participants didn't care how modules were developed. Corwin had good material but the language was a little base.

Rap session on inventory control; session on equipment management; flea market was good idea; session on Project LINK.

Excellent speakers; John Corwin was excellent; should have had more time.

Enjoyed the retention survey.

John Corwin and George Mehallis were excellent, interesting speakers.

Dr. Mehallis' discussion on equipment management, Dan Moore's presentation on placement and follow-up and Jack Corwin.

All activities were helpful.

I liked the Project LINK presentation. Jack Corwin is an excellent speaker and presenter - has good sense of humor. I was also very interested in Dan Moore's presentation on Mid Florida Tech.

Interesting speakers - kept our attention. Mr. Corwin really related. Excellent presentation.(Language a little rough) Dan Moore is to be complimented on his enthusiasm and hard work on that great project. Hope it catches on. We need more educators to be that concerned.

Materials handed out.

Dan Moore's presentation was both informative and helpful. In fact, he did an outstanding job. Some very good sharing among the externs took place today.

All presenters offered information which helped further my understanding of vocational education.

Dr. Mehallis did a fine job. I like the way Dr. Greer opened the meeting up for interaction about inventory.

Information on Project LINK was very interesting - good presenter.

Speakers were all very knowledgeable.

Everything!

Dr. Mehallis' program was very helpful.

February 12, 1982 Session
Feedback/Evaluation

What hindered?

Nothing.
The warm-up was a busy work activity that looked to be decided at the last minute.
Some presentations were not presented in detail, perhaps because of time limitations.
Need more "stand-up" time.
Too much territory (too many topics) covered in one day.
Session on student follow-up.
Even though all speakers were good, more hands-on work would have been more desirable.
Morning was a waste! Redundancy!
Lecture method of presentation again! Not enough small group activity.
Nothing!
Room temperature - too warm!!!
Sitting too much.
Even though we had a variety of good information the day seemed to drag.
The placement part of the meeting sure lasted a long time.
Kitchen noise.
It was rather warm in here at about 1:30 p.m. However, someone fixed it at about 3:00 p.m.
Nothing.
Air conditioning wasnt working properly. Too much listening in the afternoon.

Some concerns I have:

None
The Fridays of these meetings start too early and go too long. Real learning stops around 10:30 or 11:00 a.m. It should be more like 10:00 a.m. to 3:00 p.m. or 4:00 p.m. Tomorrow's meeting is an off day. Excluding the warm-up we could cover tomorrow's agenda in about 30 minutes. I resent having to spend another night in Winter Garden and giving up my Saturday for the garbage that is planned for tomorrow. If we don't need to meet on Saturday, then don't schedule it.
That I won't be able to retain or comprehend all the material.
Doing the withdrawal survey.
Not enough time to complete all my competencies.
None
We who are enrolled in courses - what are we to do? HELP!!

Some concerns I have: (cont'd.)

Need to move around more.
I eat too much when I come to these meetings.
I enjoy frivolity, but have some concern about a continuing thread of off-color attempts at jokes that detract from the professional atmosphere of the activities.
Everything is fine. .

A comment I want to make:

I thought that the rap sessions on school problems were very helpful.
When I die, may I come back as an ACE.
I'm tired of sitting, listening, and receiving handouts.
I'm finished!
We had a group of speakers who know the subject assigned them.
None.
The Southern group should be proud of the program they presented. The competencies were well accomplished.
Let's stop doing warm-ups! Overall this was a very good program today.
John did a fine job. He was light, funny and well informed.
A day of excellent information!
Generally an excellent program.

FLORIDA EXTERN LEADERSHIP TRAINING PROGRAM

AGENDA

Bristol International, Winter Garden, Florida

February 13, 1982

8:00 a.m. - 8:15 a.m.,	Sign in
8:15 a.m. - 8:45 a.m,	Warm-Up Activity. Dr. Rex Toothman
8:45 a.m. - 9:15 a.m.,	Wrap-Up
9:15 a.m. - 9:30 a.m.,	Break
9:30 a.m. - 11:30 a.m.,	REGIONAL/INDIVIDUAL PLANNING
11:30 a.m. - 11:45 a.m.,	Evaluation, Adjournment

Presiding, Bob Synder

Saturday, February 13, 1982
.Warmup

Three Supervisory Styles

1. Authoritarian: Right approach--"You do as I say."
2. Laissez-faire: Loose approach--"Whatever you want to do is fine."
3. Democratic: Group-oriented approach---"Let's talk this over."

Procedure:

1. Meet in regional groups
2. Read incident description and discuss characteristics of supervisory styles indicated.
3. Select two "volunteers" to act out the role paly and provide coaching to them on how to do it.
4. Another "volunteer" reads the indicent to the total group
5. Role players perform (5 minute limit)
6. Other groups identify supervisory style being demonstrated.

Criteria for judging portrayal of Leadership Styles:

1. Realistic (obvious) portrayal of leadership style
2. Holistic behavior (person assimilated into act)
3. Interest of group
4. Correct response by audience

Based on criteria above, the Southern group won the "acting contest".

February 13, 1982
Feedback/Evaluation

What Helped Today?

The extra group time allowed me to gain a clear picture of my direction
The planning time helped
Group meetings
Group meeting
Everything seemed to come together today
The materials and handouts provided throughout the three days will be very helpful, in fact, excellent.
Good group sharing
The time to get together with our group
Planning for regional--very good
Regional planning
Regional Meeting
Opportunity to meet for planning of April meeting
The informal atmosphere of the morning
Clarification of what I have remaining to accomplish
Bringing together loose ends
Clarification of system to finalize competency sheets
The information about future meetings and clarification on objectives
Planning sessions
Amount of time allotted for regional meeting
The clarification of the competencies
Planning of the regional meeting

What Hindered?

We say the same things too many times
It took too long to check out!
Central group is too large for the activities requiring small group discussion
Not enough time

Some Concerns I have:

I hope there will be time enough to finish
I'm not sure the meeting today was necessary. Alot of time today was baloney
The smokers are moving into the general area!
Do I have enough time left?
Time to get portfolio together
The completion of the course requirements

February 13, 1982
Feedback/Evaluation

A Comment I Want to Make:

Dr. Proehl is excellent. He is the most on the ball administrator I know
Looking to April 1
I am finally clear on how to fill out the training plan
I wish we could meet at a different Motel
I would like to have a copy of the name, title, school, address phone number, etc. on each of the Externs and ACES
I like this morning!
Everything's fine
Appreciated the Southern group's efforts to provide "Southern Hospitality"
Good program put on by Southern Group
Appreciate Southern Group's work for seting this meeting
"Keep on Trucking"
These meetings have been some of the best that we have had
Super week
The best week so far

COMPETENCIES COVERED FOR FEBRUARY 11 - 13, 1982

Comp. #	Resources Needed	Date Started	Date Completed
FACILITIES PLANNING	APPENDIX A		
12.60	Fred Hay/David Greer	2/11/82	2/12/82
12.61	Hay and Greer	2/11/82	2/12/82
12.62	Module; Learning Exp. #2	Dec. '81- Jan. '82	2/11/82
12.63	David Greer	2/11/82	2/12/82
12.64	Module; Learning Exp. #4	Dec.'81 or Jan. '82	2/11/82
12.65	Module; Learning Exp. #1	Dec.'81 or Jan.'82	2/11/82
EQUIPMENT MANAGEMENT	APPENDIX A		
13.66	George Mehallis	2/12/82	2/12/82
13.67	George Mehallis	2/12/82	2/12/82
13.68	G. Mehallis & Da[illegible] Greer	2/11/82	2/12/82
13.69	George Mehallis	2/12/82	2/12/82
STUDENT PERSONNEL	APPENDIX A		
7.36	John Corwin	2/12/82	2/12/82
7.38	Bob Megow & Dan Moore	2/12/82	2/12/82
7.40	Bob Megow & Dan Moore	2/12/82	2/12/82
7.37	J. Corwin & Dan Moore	2/12/82	2/12/82
III VOCATIONAL CURRICULUM DESIGN & IMPLEMENTATION			
3.16	John Corwin	2/12/82	2/12/82
3.17	John Corwin	2/12/82	2/12/82

CRITERIA AND/OR PRODUCTS (ALL COMPETENCIES)

(a) Participants' Evaluation
(b) ACE's Evaluation
(c) Completion of Assignment
(d) Resource Persons Assessment

PRELIMINARY PLANS

May 11 - 13, 1982 Statewide Extern Meeting

TOPIC: School-Community Relations
Competency Area XI

Major Emphasis: Industry Services, Advisory Committees and Public Relations

Macro Design:

Thursday afternoon session: This would be an input session on the utilization of school-community resources in developing vocational programs with an international, national, and state flavor. Included will be four presentations:

1. Carl Proehl on his experiences in Germany (one hour)
2. Harry Hall and Joe Barkley on what they learned from the Canadians
3. The Texas approach to advisory committees - either slide presentation or a Texas representative - to be arranged by Helen Lipscomb (45 minutes)
4. The Florida Advisory Council by Executive Director Jim Culligan - to be arranged by Helen Lipscomb (30 minutes)

This session will be scheduled and coordinated by George Vanover.

Friday Session: Except for the luncheon activities, this day will be devoted to advisory committees with activities designed to lead participants through the complete cycle of advisory committee involvement. Strong emphasis will be on hands-on activities with maximum participation for all externs. A panel of resource persons will be utilized throughout the day to assist in monitoring the activities and in making appropriate responses. Those suggested include:

Ken Bragg, Director, Lake VTC
Bob Moses, Dean, Indian River Community College
Bill Cline, Vice President, Florida Power & Light

Participants will be requested to complete the advisory committee module prior to this session. Bill Danenburg will identify a product from the module that they will bring to be used during the activities.

This session will be designed and coordinated by Rex Toothman.

Saturday Session: One half of this session will be devoted to industry services and the other half to wrap-up and evaluation activities.
The industry services portion will involve Jesse Burt, DOE and Bob Watson, on loan to DOE from Westinghouse as resource persons. Carl Proehl will contact them and coordinate plans.

Rex Toothman will plan and coordinate the finalizing activities.

May 11 - 13, 1982 Preliminary Plans Cont'd.

Luncheon: Plans will be made for a group luncheon on Friday to be arranged by Hugh Hinely. Joe Mills will be invited by Helen Lipscomb to attend, present certificates, and make a few appropriate remarks. An hour and a half will be scheduled for this event - Dutch treat - with a strawberry dessert to be supplied by Hugh Hinely.

Final Attitude Adjustment: This event will be planned and coordinated for Friday evening by Bill Danenburg and Jim Hensel. ACE's and staff will share costs not to exceed $15.00 each. Bill Danenburg will show slides of the group and the event may be poolside if weather permits.

Coffee: The coffee will be arranged by Lisa Pugliese and Harry Hall with Harry furnishing the pot.

Public Relations Exhibit: Participants will be asked to collect samples of good public relations documentation (newspaper articles, brochures, special events, etc.) and bring to meeting for displaying. Lisa Pugliese will arrange for display space.

Final Plans: At the April meeting, plans will be reviewed and fine-tuned.

ROSTER OF PARTICIPANTS

Statewide Extern Meeting

February 11 - 13, 1982

Lewis Baber
Peter Barowski
Lynn Dewey
Ton Dunn
Roy Giehls
Charlotte Gore
Steve Harvey
Bettie hogle
Lutrell Johnson
Dennis Jones
Peter Labruzzo
Earl Lennard
Barry Linville
Doug Long
Bob Moccio
Joseph Orr
Max Outland
Joe Picklesimer
Millie Runyon
Bob Snyder
Steve Turner
Mario Vitelli
Rudy Williams

ACE's

William Danenburg
Harry O. Hall
James Hensel
Hugh Hinely
Dominic A. Mohamed
Carl Proehl
George Vanover

Presentors/Resource/Support/Persons

John Corwin
David Greer
Fred Hay
Helen Lipscomb
Bob Megow
George Mehallis
Dan Moore
Lisa Pugliese
Rex Toothman

Report

of

FLORIDA MODEL OF PRESERVICE AND INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS

of

VOCATIONAL EDUCATION

Statewide
Training Session
April 1 - 3, 1982
Bristol International Hotel
Winter Garden, Florida

Dominic A. Mohamed

Project Director

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FLORIDA EXTERN LEADERSHIP TRAINING PROGRAM

Bristol International, Winter Garden, Florida

April 1-3, 1982

AGENDA

Thursday, April 1, 1982

11:00 a.m.	Check in and Registration
1:00 p.m.-1:15 p.m.	Program Introduction
1:15 p.m.-2:45 p.m.	FISCAL MANAGEMENT - School Districts Ralph Upton, Jr., Director St. Augustine Technical Center
2:45 p.m.-3:00 p.m.	Break
3:00 p.m.-4:30 p.m.	FISCAL MANAGEMENT - Community/Junior Colleges .Dr. Eric R. Mills, Jr., Dean of Occupational and Adult Education, Florida Junior College at Jacksonville
4:30p.m.-5:00 p.m.	Evaluation - Announcements

Presiding - Joe Orr

OUTLINE OF FILM CONTENT WHICH WAS PRESENTED BY MR. RALPH UPTON

I. INTRODUCTION

Even the best time managers get interrupted and have crises — this is a perfectly normal day.

A. Film based on Alan Lakein's research:
Key problem in time management:
You can't practice good time management because you're interrupted all day long — and crises occur regularly.
Movie gives solutions that work.

B. One of Lakein's laws:
A perfectly normal day is full of interruptions and crises (part of your job).
If phone rings say, "that's my job calling."
Take this attitude and productivity goes up and frustration goes down.

C. But, learn to manage your interruptions and crises:
Accept the non-controllable and control the controllable.

II. HOW TO MANAGE INTERRUPTIONS

A. **Keep interruptions short:**

1. Set a time limit — stick to it.
   Say, "I don't have a minute, but I have 5."
   Start a 3-minute timer.
2. Set the stage in advance.
   You're truly busy.
3. Tell phone caller about your A-1 priority.
4. Keep a pencil in hand.
5. Keep your hands on the typewriter.
6. With dropper-inners, stay standing — if they sit, you sit on desk.
7. Meet in other person's office.
   (you can leave)
8. Meet visitors in conference room or reception area — or in the hall.
9. Avoid small talk when busy — makes large interruptions.

B. **Most interruptions are people:**
Rule: Be ruthless with time, but gracious with people.

1. Try not to feel annoyed.
2. Give interrupter undivided attention. Listen carefully.
3. Don't interrupt.
4. Don't let your mind drift — it's time consuming.
5. But get them to the point. You might ask, what is your problem with this?

What is the main purpose of our meeting?
Say "no" if they ask too much.

On the other hand:

6. Don't let them go away empty handed.
   Promise to do it later.
   Explain you're working on other priorities.
   Tell them who else they might call (but be firm too).
7. Other things to say to keep it short:
   Could we continue this, when I'm not so swamped?
   (on phone) I've got it down — be back to you.
   Why don't we put all this in a memo.
   Let's sleep on it — OK?
   I won't take any more of your time now.
8. Or:
   Glance at the clock a few times.
   Tell them of your 2:00 o'clock appointment.
   Stand up. Hold out your hand.
   Ease them toward the door.
   Say "Well, that does it!"

C. **Get back on track after interruptions:**
(don't lose momentum)
We use interruptions as excuses to procrastinate.
Don't complain or take a break.

III. HOW TO CONTROL CRISES

A. Some don'ts: (from vignette)

1. Come unglued; lose your cool.
   It makes things worse.
   It makes enemies.
2. Be more concerned about what people will think of you than coping with the problem.
3. Throw good time management out the window.

B. Some do's:

1. Use energy to find solutions (not for yelling).
2. Think about the problem, not your performance.
3. Take a moment to think.
   Consider your options.
   Run the crisis.
4. Try to relax before tackling the problem — prepare mentally.
5. Continue delegating what you can.
6. Get a plan of action.
7. Take it in stride.

C. **Lakein's tip:**

"Turn a crisis into an opportunity."

(Of course, plan to prevent recurring crises—but you can't prevent them all—it takes too much time).

Consider it an opportunity to try new ideas and methods to solve the crisis:

Shortcuts, better procedures, quicker ways, residual benefits.
Contingency plan that deals with a similar crisis.
Learn about ourselves; grow and develop.

We also can learn to think fast under pressure.

Ask questions.
Admit you don't know.
Focus full attention on problem.

IV. PRACTICE PREVENTION!

Do more than survive interruptions and crises.

A. **Prevent interruptions:**

1. Reorganize work area.
   Less accessible.
   Not too many chairs. (or too near the desk)
   Clock in prominent place.
2. Drown out exterior noise.
   Try ear plugs.
3. Turn down volume of phone bell.
   Install an 'on' and 'off' switch.
4. "Do not disturb" sign for your door — or try a humorous sign.
5. An "open door' policy can be a time killer.
6. Remove yourself.
   Go to conference room or library.
   Lock yourself in bathroom.
7. Ask secretary to take calls and screen visitors — decide who can interrupt and who can't.
8. Tell people what you're doing.

B. **Beware of yourself:**

1. Do you panic if the phone doesn't ring?
   Have the telephone itch?
   Tell people, "call me any time?"
2. Take trips to the coffee maker or water cooler?
3. Start another project before you finish one?
4. Pass on gossip?
5. Tell people your personal troubles — so you have to listen to theirs?
6. Do you eavesdrop? Encourage dropper-inners?
7. Keep people too long at a meeting?
8. Friends and family call you too often?
   You call them too often?

C. **More ways to prevent interruptions:**

1. Hold calls 2 hours a day to work on your A-1.
2. Only accept calls during announced hours — same for visitors.
3. Keep a visitor and telephone interruption log.
   Study it.
   Spot the interruptions on your staff — meet with them and discuss problem.
   Delegate the projects that interrupt.
4. Encourage weekly staff meetings — keep everyone current.
5. Have regular morning meetings with secretary or assistant — go over "to do" lists.
6. Ask staff interruptors to write it down, the problem and solution.
   Stops half your interruptions before they happen.

D. **Reduce Crises:**

1. Practice good time management.
   'To do' lists.
   ABC priorities.
   Don't procrasitnate.
2. Anticipate known deadlines!
   Don't put off to the last minute (act while you still have options).
3. Check monthly with staff.
   Personality conflicts brewing?
4. Check with boss.
   Can you improve performance?
5. Have a fire prevention list.
   Analyze the crisis — shipping, cash flow, everything!
6. Make contingency plans.
   Absences of key people? Cross train.
   Anticipate crises.

E. **Summary:**

Prevent unnecessary crises and interruptions so you have more time for the necessary ones — and take necessary ones in stride.

V. LAKEIN'S KEY IDEAS

A. Normal day is like a jigsaw puzzle.

1. Develop the attitude that it's your job to be interrupted.
2. Keep interruptions short.
3. Say 'no' when they ask for too much (but don't let them go away empty handed).
4. Practice prevention.
5. Turn a crisis into an opportunity!

B. There will still be "normal" days.

1. Review them. You may have accomplished much.

C. Control your job instead of it controlling you.
Live your life, just don't spend it.

April 1, 1982 Session
Feedback/Evaluation

What Helped Today?

Ralph Upton, beyond a doubt, was the best presenter we have had to date. Wish they would have been this good.
Excellent presenter - Really knows his stuff.
Honesty! Speaker very knowledgeable and evidenced endless experience! He is definitely interested in his school, students and community! We need more administrators like him in our schools who care!
Excellent presentation. Practical "nuts and bolts" information that relates to developing and administering operational budgets. Plenty of handouts.
Excellent presentation time moved very quickly.
Ralph Upton - good speaker, good use of media presentations. Excellent materials.
Hands on experience's.
Speaker was very good and presented down to earth practical information regarding Fiscal Management.
Working out an official budget.
Great session on Fiscal Management - Some good ideas!
An excellent presentation! Probably the best.
The actual hands on experiences - Excellent resource person.
Having a real bona-fide Local Director speak from experience and knowledge gained through actual doing. Well done.
Outstanding program and presentation (Ralph Upton) time management film excellent.
The presentation was one of the most informative, realistic presentations to date. Perhaps more directors should be involved as presenters.
The whole lecture on Fiscal Management by Ralph Upton. Also his little tricks within the law for maximum effectiveness.
Very good presentation on budgetory materials. Very practical.
Mr. Upton's presentation was excellent.
Extensive hands on of budgetary materials.
Ralph Upton! The amended program plan for today went well.
The presenter provided us with much, much helpful information and "tips".
Could listen to Upton Friday and Saturday also.

What Hindered?

Rude people who talk during presentations.
Only one break in 1 hr. 45 min. Covering competencies already signed off.
Only one break.
One speaker and not enough opportunity to participate fully.
I wish we could have had more of a question and answer.

April 1, 1982
Feedback/Evaluation Cont'd.

What Hindered?

Can't think of anything.
Lack of time to workout some of the problems in computing budget.

Some Concerns I Have:

How can we educate other administrators to be this knowledgeable and interested!
How will we ever remember all of this? Many more details to be learned.
Some competencies may be left out by recoverage of others.
Having more experience in preparations of budgets.
The mountain of handouts. The need to compare the community college fiscal management style with that of the public school.
Rumors about portofolios.
This motel! The ladies room still doesn't have paper towels!

A Comment I Want to Make:

Upton will be a tough act to follow!
He is to be complimented on his interesting presentation!
Good program!
It was a full afternoon and I am hungry.
VERY GOOD Presentation - Helped answer some of the many questions.
Excellent audiovisual materials.
Things seem to be coming together pretty well.
This program is terrific!
An excellent presentation by Ralph Upton.
Is Ralph Upton for real????
I think it would be an interesting experience to work for Mr. Upton.

FLORIDA EXTERN LEADERSHIP TRAINING PROGRAM

Bristol International, Winter Garden, Florida

April 1-3, 1982

AGENDA

Friday, April 2, 1982

8:00 a.m.-8:15 a.m.	Sign In
8:15 a.m.-9:30 a.m.	VOCATIONAL PROGRAM FUNDING GUIDE Mrs. Anne Rushing, Administrator Planning Implementation, Division of Vocational Education
9:30 a.m.-10:30 a.m.	CURRENT AND FUTURE TRENDS IN BUSINESS AND INDUSTRY, Dr. David L. Goetsch, Chairman Industrial Education, Okaloosa Walton Junior College
10:30 a.m.-10:45 a.m.	Break
10:45 a.m.-12 noon	ASSESSING OCCUPATIONAL NEEDS OF VOCATIONAL STAFF, Dr. Jim Croteau, Director, TEC, Leon County
12 noon-1:15 p.m.	Lunch
1:15 p.m.-2:15 p.m.	ASSESSING PROFESSIONAL NEEDS OF VOCATIONAL STAFF, Dr. Jim Croteau
2:15 p.m.-3:15 p.m.	PLANNING, IMPLEMENTING AND EVALUATING THE STAFF DEVELOPMENT PROGRAM, Dr. Millie Mizell, Director of Curriculum, Sumter County
3:15 p.m.-3:30 p.m.	Break
3:30 p.m.-4:45 p.m.	THE BEGINNING TEACHER PROGRAM, Dr. Louis Morelli
	Panel Discussion, Dr. Morelli, Moderator, with Drs. Mizell, Croteau and Goetsch
4:45 p.m.-5:15 p.m.	Evaluation - Announcements

Presiding - a.m. - Barry Linville
p.m. - Dennis Jones

April 2, 1982 Session
Feedback/Evaluation

What Helped Today?

Anne Rushing was informative. Filling out the form was an excellent experience.
Dr. Goetsch was excellent. Presentation was super.
A lot of this was stuff we already knew. There were way too many generalizations.
Dr. Mizell was excellent. The slide presentation was good. A different voice should have been used in it. Mr. Morelli was very good.
Ann Rushing had a good exercise for individuals not familiar with the program guide.

Millie Mizell: - helpful, could apply to any level of FSPD.
Louis Morelli curtalized the meeting with his poems.
The excellent presentations.
Programs were excellent. A wealth of material and knowledge.
Anne Rushing - Good.
David Goetsch - Excellent.
Jim Croteau - Good.
Millie Mizell - Good.
Louis Morelli - Good.
Relevent information - excellent presentations.
David Goetsch was excellent with many good ideas.
Mrs. Anne Rushing did an excellent job explaining planning implementation.
David Goetsch in presentation of current and future trends in business was most helpful; also in assessing occupational professional needs.
Millie Mizell did a very good job in explaining the staff development program.
Louis Morelli did a good job.
Jim Croteau did a good job.
Ann Rushing's presentation was very good and most helpful. I commend the work she has done in the development of the new Funding Guide.
David Goetsch presentation was outstanding. I am delighted to know we have VOC educators like him in this state.
Dr. Goetsch's presentation was very good!
The experience filling out the Funding application was very helpful.
Work on the Funding Guide was very useful. It provided a good overview of Funding Guide processes.
Dr. Goetsch was excellent in providing a means by which outside agencies can hold Voc. Ed.
The afternoon session was generally light but very informative. I feel better about inservice than I did coming into the meeting.
Dr. Goetsch's presentation was excellent.

April 2, 1982 Session
Feedback/Evaluation (Cont'd.)

What Helped Today? (Cont'd.)

All the sessions were worthwhile.

I enjoyed all the competencies "hands-on" that were covered. I believe this "practicum" is so worthwhile. The group is to be complimented on their super speakers.

Goetsch - excellent.

Mizell - good content. More from Dr. Mizell would have been welcomed.

Morelli - It's too bad that this had to be last. Dr. Morelli is knowledgeable but didn't have proper opportunity to share.

All presentations were very pertinent. Good handouts. David Goetsch's presentation was very good, and Morelli was to the point as well as entertaining.

Dr. Croteau's presentation on needs assessment was very valuable to me personally since I am involved in this right now in my county.

All of the speakers were good and the subjects were good, but too much in one day!

Speakers were very knowledgeable about their topics.

What Hindered?

Dr. Croteau's presentation helped somewhat, but Friday's are still about two hours too long. Starting at 9:00 and ending at 4:00 would be much more accessible to learning.

Long, long day - afternoon session should have more than one break.

Room was warm. Air conditioning wasn't working well.

Room too cold - breaks cut short.

The panel discussion lacked direction.

The slide presentation was a little elementary. Did not get a lot from some of the presentations as they did not relate to my situation personally.

TEC presentation was too much lecture, and moved along too fast.

Again, a long day.

April 2, 1982 Session
Feedback/Evaluation (Cont'd.)

Some Concerns I Have:

What do we do for an encore in May?
We should try to follow time schedule.
Seems to be moving right along.
I still do not understand the beginning teacher program!
I have no concerns. All seems to be going well.

A Comment I Want to Make:

This has been a good experience, but I sure will be glad when it is over.
A mixture of excellent and what is poor, but passing.
The days are getting longer.
All speaders good.
Smokers should be outside.
I thought yesterday's and today's program were very well done.
I will be sorry to see the last meeting call an end to our participation in the program.
The program by Dr. Goetsch was excellent.
Thanks to the Aces! They make things so clear and concise. I appreciate all their hard work and concern.
Friday sessions have been exceptionally long.

FLORIDA EXTERN LEADERSHIP TRAINING PROGRAM

Bristol International, Winter Garden, Florida

April 1-3, 1982

AGENDA

Saturday, April 3, 1982

8:00 a.m.-8:15 a.m.	Sign In
8:15 a.m.-9:30 a.m.	Southern Region Follow-up Presentation Bob Megow
9:30 a.m.-9:45 a.m.	Break
9:45 a.m.-10:45 a.m.	Regional Group Planning Sessions
10:45 a.m.-11:45 a.m.	Director's Time and Evaluation
11:45 a.m.	Adjourn

Presiding: Betty Hogle

April 3, 1982 Session
Feedback/Evaluation

What Helped Today?

Thanks for the towels in the ladies' room!
All things were very good the entire session.
Regional meetings pulling everything together.
Individual planning time.
Learned about the plans for the May meeting.
Time in regional groups.
Nice to have it over!
Laid back!
The planning session.
Adequate time for planning.
Regional planning for the 5/14/82 presentation.
Bob Megan's presentation and findings of externs were interesting.

What Hindered?

Morning not well organized. When planning for next meeting began, two groups were seated next to each other, causing a great deal of confusion. Too many persons were on the planning committee. Time was consumed in side conversations.

Some Concerns I Have:

It appears that as we near the end of the program, activities are being planned which will consume a great deal of time, but not necessarily reinforce the desired learnings. Is the 8:00 to 5:00 schedule something that must be rigidly adhered to?

Florida Extern Leadership Training Program

Bristol International, Winter Garden, Florida
April 1-3, 1982

Topics & Competencies

Competency Area VIII Vocational Staff Management and Development

8.41 Assesses occupational needs of vocational degreed and non degreed staff.

8.42 Assesses professional needs of vocational degreed and non degreed staff.

8.43 Identifies current and future trends in business and industry which create a requirement for technical skill up-dating.

8.44 Plans, implements and evaluates staff development program to meet identified occupational needs of degreed and non degreed vocational personnel.

Competency Area XV Vocational Program Fiscal Management

15.75 Prepares long range financial plans based on local, state, and Federal needs as required by the five year Florida State Plan for Vocational Education.

15.76 Develops annual vocational education budget as required by the Florida State Plan for Vocational Education.

15.77 Establishes procedures for managing annual vocational education budget as required by the Florida State Plan for Vocational Education.

15.78 Develops plans for requesting state and federal funding of vocational programs in accordance with federal and state vocational education funding laws.

15.79 Determines initial and on going costs for vocational programs.

15.80 Adheres to state and federal agencies monitoring and accounting procedures to include Veterans Administration, CETA, Student Loans, etc.

15.81 Establishes and implements procedures for preparing and submitting vocational education reports for federal and state agencies.

15.82 Establishes and implements procedures for charging for student and customer work.

15.83 Establishes contingency plans for providing funds for emergency needs of vocational laboratory supplies and materials

ROSTER OF PARTICIPANTS

Statewide Extern Meeting

April 1 - 3, 1982

Lewis Baber
Peter Barowski
Lynn Dewey
Tom Dunn
Roy Giehls
Charlotte Gore
Steve Harvey
Bettie Hogle
Lutrell Johnson
Dennis Jones
Peter Labruzzo
Earl Lennard
Barry Linville
Doug Long
Bob Moccio
Joseph Orr
Max Outland
Joe Picklesimer
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George Vanover
Hugh Hinely

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Jim Croteau
Curtis Finch
David Goetsch
Bob Megow
Millie Mizell
Louis Morelli
Anne Rushing
Ralph Upton
Helen Lipscomb
Rex Toothman
Lisa Pugliese

VISITORS

Daris Dew--Curriculum Development,
Webster Elementary School
Cynthia Taylor--DOE, Tallahassee

Report

of

FLORIDA MODEL OF PRESERVICE AND INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS

of

VOCATIONAL EDUCATION

Statewide
Training Session
May 13 - 15, 1982
Bristol International Hotel
Winter Garden, Florida

Project Director

Dominic A. Mohamed

FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

AGENDA

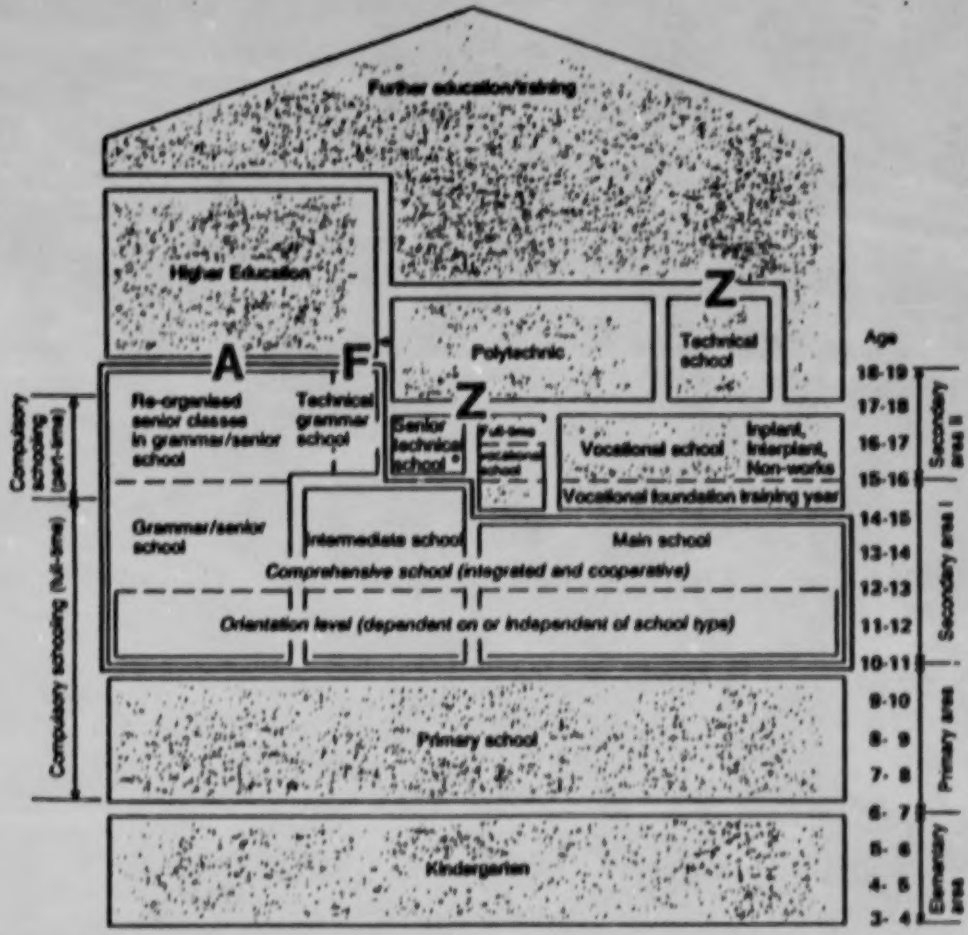
May 13, 1982

Winter Garden, Florida
Bristol International Inn

Thursday Afternoon

12:45 - 1:00	Sign In
1:00	CALL TO ORDER, George Vanover, Presiding
1:00 - 1:45	"Apprenticeship in West Germany: Implications for Florida" Competencies: 5.3, 5.4, 5.5, 5.6 By Dr. Carl Proehl, Teacher Educator University of West Florida
1:45 - 2:15	"Performance Based Teaching in Canada" Competencies (Only Harry Knows) By Dr. Harry Hall, Teacher Educator University of Central Florida
2:15 - 3:00	"Vocational Education Advisory Committees: Organization and Function" - Competency 11.54 By Mr. Robert E. Hancock, Education Consultant Division of Vocational Education Research and Development
3:00 - 3:15	BREAK
3:15 - 4:15	"Florida State Advisory Council: Organization and Implications" - Competency 11.54 By Dr. James Culligan, Executive Director Florida State Advisory Council on Vocational Education
4:15 - 4:30	EVALUATION AND ANNOUNCEMENTS

General structure of the Education System in the Federal Republic of Germany


Further education/training
Higher Education
Polytechnic
Z
Technical school
A
F
Re-organised senior classes in grammar/senior school
Technical grammar school
Z
Senior technical school *
Full-time vocational school
Vocational school
Inplant, Interplant, Non-works
Vocational foundation training year
Grammar/senior school
Intermediate school
Main school
Comprehensive school (integrated and cooperative)
Orientation level (dependent on or independent of school type)
Primary school
Kindergarten
Compulsory schooling (part-time)
Compulsory schooling (full-time)
Age
18-19
17-18
16-17
15-16
14-15
13-14
12-13
11-12
10-11
9-10
8- 9
7- 8
6- 7
5- 6
4- 5
3- 4
Secondary area II
Secondary area I
Primary area
Elementary area

A = General entrance qualification for higher education

F = Subject-tied entrance qualification for higher education

Z = Entrance qualification for polytechnic

* not in all states partly school experiments

Source: Federal Minister of Education and Science

FEEDBACK SHEET

Date: 5-13-1982

WHAT HELPED TODAY?

Speakers were good.
Information on advisory committees was very helpful.
Information presented today.
Black out curtains on windows--finally!
Both slide presentations were very interesting.
Jim Culligan sure was fired up! Wish he could have stayed longer! Lots of good information. Interesting presentations by Drs. Carl Proehl and Harry Hall.
Dr. Jim Culligan was very informative.
Dr. Proehl extremely informative. Mr. Hancock short, concise, and to the point.
Dr. Culligan's presentation was great. Dr. Proehl's session was very interesting. Why can't we learn from other countries?
Dr. Jim Culligan was excellent. He has his finger on the future of Vocational Education.
All of today's presentations have been helpful and very well done.
All of the presentations were excellent.
Presentations by Carl Proehl and Jim Culligan were particularly interesting to me. The whole afternoon moved along well.
The presentation of the apprenticeship program in West Germany.
The Advisory Committee handout.
The views of what we should be concerned about in Vocational Education.
Everything seemed to go real well. Carl Proehl is a great speaker--he adds class to the group.
I liked the slide/tape presentation--the Advisory Committee
Overall, a very productive day...most informative
All speakers were well prepared!
Carl's presentation was excellent! Bob Hancock, Harry Hall, and Joe Barkley did a good job also.
This day getting here, but all said was very good.
All of the presentations were good.

WHAT HINDERED?

Getting hit in the head by the ceiling!
Not enough time to ask questions of Dr. Proehl
Lack of motivation, since we are just about through with this program
Not enough time to hear everyone - very interesting speakers!!
Dr. Hall - we've been talking about this (Dacum) for several years.
Let's have more of the same.
We are all tired.

142

WHAT HINDERED?

Not enough time with Jim Culligan
Not much after the "sky" fell in
Too long to sit without a break
Needed a lot more time for Dr. Proehl
Not staying on schedule, no real breaks
The large lunch

SOME CONCERNS I HAVE

I am going to miss the group after Saturday
Tomorrow's presentation will never last 75 minutes
How to survive for another day and a half
Is our competency-based activity becoming pure time based?
Good topics, but would have liked to pursue these in greater depth
The total program seems to be pulled together very well.
We did not have proper time to prepare for our presentations tomorrow.

A COMMENT I WANT TO MAKE

A good show
Visitor today - Hopefully, this program will be offered again next year.
It's almost over!
I would like a copy of Dr. Proehl's slide which shows organizational structure of Germany's schools.
Enjoyed the day!
I'm glad we are at this point
Congratulations to Dr. Mohamed and the ACE's for an outstanding extern program. Well planned, interesting, very helpful and greatly appreciated
Not enough time
Should not pass these evaluation sheets out while a speaker is still speaking. Attention is drawn away from the speaker, and it seems rude.
I like real coffee!

FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

AGENDA

May 14, 1982 (Friday)

8:00 - 8:15	Sign in
8:15 - 8:45	Opening Activity (Rex Toothman)
8:45 - 10:00	Presentation: General Advisory Committees by North/Central Region Groups
10:00 - 10:15	Panel Critique
10:15 - 10:30	Break
10:30 - 11:45	Presentation: County-wide craft committees by North/Central Region Groups
11:45 - 12:00	Panel Critique
12:00 - 1:30	Graduation Luncheon: Hugh Hinely Presiding Pro's;Special Guests (introduced by externs) Joe D. Mills (or representative) Presenting certificates
1:30 - 2:45	Presentation: School craft committees by Southern Region Group
2:45 - 3:00	Panel Critique
3:00 - 3:15	Break
3:15 - 4:00	Summarizing Panel Discussion: Ken Bragg, Director, Lake-Sumter Vo-Tech Center Robert Moses, Occupational Dean, Indian River Community College Rod Manning, Manager of Employment Racal-Milgo, Inc., Miami, FL
4:00 - 4:15	Announcements; Evaluations
5:00 - ?	Final Attitude Adjustment with our guests invited

Competencies for Friday, May 14, 1982

10.1 Identifies types of advisory committees to be established

10.2 Selects members and organizes advisory committees

10.3 Utilizes vocational advisory committees in planning implementing, and evaluating vocational education programs

CARROTS & STICK

	1	2	3	4	5	6
Dental plan, cost of living raise						
Strokes	3	1				
Promotion; Comp. time			2			
Start salary; Guaranteed raise				2	2	
Evaluation; merit raise; recognition	1	2	1	1	3	1
Benefits; retirement	2		3			
Music, big office; impressive title						3
Breaks, personal leave						
Grievance committee; union, good boss						
Power professional options, responsibility		3		3	1	2

No. of 1's	No. of 2's	No. of 3's	Total	Ranking
x 2	x 2	x 1	0	
1 x 3	0 x 2	1 x 1	4	3
x 3	1 x 2	x 1	2	
x 3	2 x 2	x 1	4	3
4 x 3	1 x2	1 x 1	15	1
x 3	1 x 2	1 x 1	3	
x 3	x 2	1 x 1	1	
x 3	x 2	x 1	0	
x 3	x 2	x 1	0	
1 x 3	1 x 2	2 x 1	7	2

May 14, 1982

AWARDS LUNCHEON

Program

TOASTMASTER	Hugh Hinely
INVOCATION	Tom Dunn
INTRODUCTION OF PROFESSIONALS	Externs
INTRODUCTION AND REMARKS	Dominic Mohamed
PRESENTATION OF CERTIFICATES AND REMARKS	Joe Mills Nick Vigilante

Awards

1. The person I would most like to have as my Director
   --MARIO VITELLI
2. The person I would most like to have on my staff if I were Director
   --STEVE TURNER
3. Greatest contributor (Professionally)
   --JOE ORR
4. Greatest contributor (Socially)
   --LYNN DEWEY
5. Second-mile award
   --MILLIE RUNYAN

FEEDBACK SHEET

Date: 5-14-1982

WHAT HELPED TODAY?

The input concerning the advisory committee was great
Excellent luncheon - having Joe Mills here
Advisory Committee presentations by regional groups were excellent. Luncheon and certificates were anticipated and greatly appreciated.
The Mock Advisory Committee's demonstration and "The Graduation Certificate"!
Morning sessions good, last regional meeting
Discontinuing presentation by Southern Region Group at their request
Not enough material for Advisory Committees
Group presentations
Getting the final assignment over with
Advisory Committee presentations
Explanations of Individual Advisory Committees from Panel
  Ken Bragg
  Robert Moses
  Rod Manning
  Excitement of "Graduation" and "Certificate"
The last work is completed!
Getting done!

WHAT HINDERED?

Nothing - the best day in the program
Last day
75 minutes was too long for an Advisory Committee meeting.
Graduation held before course was completed
Too much time spent on presentation
Nothing! Everything great!
Panel of experts was too formal and dry. They did not appreciate the humor of the county - craft advisory committee group
Loose ceiling tiles - no safety helmets

SOME CONCERNS I HAVE:

The time it will take to get my certification recorded in the DOE
Certifications
I hate to see the group break up.

A COMMENT I WANT TO MAKE:

I feel that we should have had a dinner handing out the certificates.
Thanks
Everybody got something, but Dominic. . . So Thanks!
Afternoon slow
The program was very beneficial to me. I'll be a better vocational educator.
Appreciated Mr. Mills appearing at our graduation
This program should be continued next year
I appreciate the hard work and expertise of ACE's, PRO's visit and Rex Toothman.
Southern groups shouldn't have gotten off the hook.
Fridays are still too long.

FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

AGENDA

May 15, 1982

Winter Garden, Florida
Bristol INternational Inn

8:15 - 8:30 a.m.	Sign In
8:30 - 10:00	"Florida Industry Services Program" Dr. Carl Proehl, Presiding
	Presenters: Jesse W. Burt, Program Director Industry Services Training, DVE Bob Watson, Westinghouse Corp. On loan to DOE
10:00 - 10:15	Break
10:15 - 11:15	Informal Evaluation Activity Rex Toothman
11:15 - 11:30	Closing remarks Dominic A. Mohamed, Project Director

DON'T FORGET------------------

O Lord, it's hard to be humble,
When you're perfect in every way,
I can't wait to look in the mirror
"Cause I get better looking each day.
To know me is to love me,
I must be a hell of a man.
O Lord, it's hard to be humble,
But I'm doing the best that I can!!!!

Competencies for May 15, 1982

X1. School / Community
Labor, Management
Relations
11.53
11.54
11.55
11.56

Steps for Informal Evaluation

1.- Complete individual sheets

2.- Form small groups (4)

3.- Reach concensus on Part 1 (Top three-not ranked)

4.- One-minute group reports

5.- Consensus on Part 11

6.- Reports

7.- Consensus on Part 111

8.- Reports

9.- Turn in individual sheets.

TEAM 1

1.-

1. Increased Competence
2. Certification
3. Social And Professinal Contacts

11.-

1. Early Clarification of Extern Requirements
2. Increased Relevant Variety of Hands-on Activities or Learning Experiences
3. More Industry involvement

111.-

1. Worthwhile
2. Enlightening
3. Effective.

154

TEAM 2

1.-

1. Competencies Skills
2. Associations People
3. Timeliness

11.-

1. At first meeting clarify extern responsibility
2. Two full day meetings - Thursday and Friday
3. Visit exemplary programs, legislative sessions, D.O.E. - Vocational Division

111.-

1. Rewarding, profitable
2. Innovative
3. Enjoyable

TEAM 3

1.-

1. Knowledge necessary to obtain professional skills
2. Personal and professional contacts
3. Excellent resource materials

11.-

1. Clear up confusion regarding requirements before third meeting
2. More females involved in program
3. Complete course at home university

111.-

1. Innovative
2. Fantastic
3. Worthwhile

TEAM 4

1.-

1. Professinal Contacts
2. Current Information
3. Personal Growth and Accomplishment

11.-

1. Competency Needs.Explanation Early
2. More Small Group Interactions
3. More Local Practitioners

111-

1. Excellent
2. Innovative
3. Enjoyable

ROSTER OF PARTICIPANTS

Statewide Extern Meeting

May 13 - 15, 1982

Lewis Baber
Peter Barowski
Lynn Dewey
Tom Dunn
Roy Giehls
Steve Harvey
Bettie Hogle
Lutrell Johnson
Dennis Jones
Peter Labruzzo
Earl Lennard

Barry Linville
Doug Long
Bob Moccio
Joseph Orr
Max Outland
Joe Picklesimer
Millie Runyon
Bob Snyder
teve Turner
Mario Vitelli
Rudy Williams

ACE's

William Danenburg
Harry O. Hall
James Hensel
Dominic A. Mohamed
Carl Proehl
George Vanover
Hugh Hinely

Presentors/Resource/Support Persons

Ken Bragg
Jesse Burt
James Culligan
Robert Hancock
Helen Lipscomb

Rod Manning
Joe D. Mills
Robert Moses
Rex Toothman
Nick Vigilante

Lisa Pugliese

PRO's/Visitors

Emma Banks
Joe Barkley
Robert Caldwell
Don Cammaratta
J.P. Deloney
Thaliah Harris

Ron Jeffries
Ann Johnson
James Joyce
Warren Laux
George Mehallis
Richard Powell

Richard Roland
James Ross
Barbara Smith
Ralph Smouse
Eddie Tossie
Robert Wagner

We hear from some of our former extern participants:

OFFICE MEMORANDUM

FLORIDA DEPARTMENT OF EDUCATION

Affirmative action/equal opportunity employer

Room ______ Capitol

Room ______ Knott

Room ______ Name of Building ______

Refer Questions To:

Name

D/B/S

Phone

To: Mr. Joe D. Mills

Date: 10/6/81

From: L. Warren Harrell

Subject: Extern Program

As a result of the opportunity to participate in the Extern Program 1980-81, the following members of the Program Implementation Section have completed the requirements for the certification, Director of Vocational Education:

Emma Banks
John Fisher
Edgar Fleming
Iris Helveston
Marian Holmes
Nanette Rodgers
Alice Tingler

Four additional staff members whose objective was not certification, acquired valuable skills and knowledge relating to their assigned responsibilities.

The staff members indicated should be commended for the hard work and extra time expended on this effort. (We have two new participants from the section this year.)

I had the opportunity to visit the program and was impressed with the quality of the activities. Please accept my thanks to you for providing this activity for our folks. Credit is also due Dr. Mohammed, Dr. Proehl, and Ms. Lipscomb for their co-operation and assistance. I am confident that the Extern Program has benefited the state by improving the skills and knowledge of the state staff in regional offices.

LWH:pv

cc: Dr. Leon Sims
Dr. Patsy Agee
Dr. Margaret Ferqueron
Dr. Dominic Mohammed
Dr. Carl Proehl
Mr. Jim Davis
Mr. Ron Jeffries
Ms. Helen Lipscomb
Regional Program Administrators
Extern Program Participants

RECEIVED OCT 8 1981

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

VOCATIONAL SUPERVISORY OFFICES
2002 EAST HILLSBOROUGH AVENUE
TAMPA, FLORIDA 33610
813 238-9721

SUPERINTENDENT OF SCHOOLS
RAYMOND O. SHELTON

R. L. SMOUSE, JR.
ASSISTANT SUPERINTENDENT
VOCATIONAL-TECHNICAL
AND ADULT EDUCATION

DON P. CAMMARATTA
GENERAL DIRECTOR
VOCATIONAL, TECHNICAL
EDUCATION

June 1, 1981

Dr. Dominic A. Mohamed, Project Director
Division of Vocational Education
Florida International University
Miami, FL 33199

Dear Dr. Mohamed:

Just a few words to express my sincere appreciation for your direction with the Extern Leadership Program. I am sure that I am expressing the feelings of the entire group when I say that you were just "super". Everyone felt your direction and advice were of the highest caliber.

Our final meeting this weekend was most gratifying. I feel that the expressions demonstrated were indicative of professional growth. I personally felt that I had grown. I hope that every effort will be expended to continue the development of this program.

As a follow-up to our conversation I would be interested in being a resource person for next year, even if funds were not available for expenses.

I sincerely thank you for your interest. It was a great experience.

Professionally yours,

Don

Dr. Don P. Cammaratta
General Director

DPC/mac

RECEIVED [illegible] 4 1981

POLK COMMUNITY COLLEGE

Winter Haven, Florida 33880

Director of Career Education

June 1, 1981

Dr. Dominic A. Mohamed
Vocational Education
Florida International University
Tamiami Campus
Miami, FL 33199

Dear Dominic:

My DOE Certificate Number is 255543. Also, thanks for giving me the opportunity to become involved in the Extern Program. It was a good program and reinforced the competencies connected to my position here at Polk Community College.

I hope you have success on your plans for next year.

Sincerely,

Frank

Frank J.Stephenson

FJS:cw

RECEIVED JUN [illegible]

M

December 17, 1980

Mrs. Helen Lipscomb
Consultant, Staff Development
Division of Vocational Education
Florida Department of Education
Knott Building
Tallahassee, FL 32304

Dear Helen:

This letter is written as a follow-up of our brief meeting in New Orleans where we talked about the Florida Extern Leadership Development Program. As I said in August and again at AVA, I really believe Florida's effort in this area will someday be recognized as an exemplary leadership development program. I'm extremely pleased to have been involved in a supportive way and was pleasantly surprised to learn that you now have 56 participants.

As an interested observer, I hope you don't mind my sharing a few thoughts about the program's continuation. First, I want to see it continue and to be able (as I already have several times) to point to it as a model effort. As an external observer, I see some things which I feel make it an exemplary model. Foremost among these factors is the cooperative rather than competitive involvement of six major universities, the cooperative and friendly involvement of both secondary and postsecondary administrators, and the significant, and I think very important, involvement of your Tallahassee and Regional State Education Department staff. I heard some discussion of the possibility that once the model is operationalized, that the Extern Program may in fact become five or six independent programs, each operated by one of the currently participating universities. Let me caution you and concerned others over what I perceive to be a serious weakening of your statewide effort should that decentralization of effort occur. Without one university organizing and coordinating the statewide program, you are likely to soon have five or six quite diverse programs rather than one overall program, with regional differences as you now have. Also without one statewide program, the externs are unlikely to meet two or three times during the year as a single group. Its during these statewide meetings that the Tallahassee staff can address the whole group efficiently (as opposed to meeting with 5 or 6 sub-groups) and that some real esprit de corps feelings can be fostered. Also, if as you did this year, you use consultants such as Mel Miller and Rex Toothman, the time and cost-effectiveness of statewide meetings is obvious.

Now, lest someone misunderstand my intent in writing this letter, I'm not saying that F.I.U. should or should not give leadership to the statewide effort every year. You may, in fact, want to rotate the leadership role among interested universities. That is, of course, your agency's decision to make.

Let me add that after seeing you at AVA, I also ran into Mel Miller and asked his perspective of the advantages of one statewide program as now organized as compared to 5 or 6 independent programs. Without hesitation or prompting of any kind, Mel quickly perceived the same advantages of the single program as I have already outlined. He asked me, in fact, to please tell you that he had similar views.

Let me close by wishing you and my other Floridian friends, a very Merry Christmas and a Happy New Year.

Sincerely,

Bob

Robert E. Norton
Senior Research and Development
Specialist

REN:pb

cc: Dominic Mohamed ✓
Mel Miller

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STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

RALPH D. TURLINGTON
COMMISSIONER

Joe D. Mills
Director
Division of Vocational Education

8150 State Road 808
Boca Raton, FL 33434
May 15, 1981

Dr. Charles E. Chick, Associate Commissioner
Educational Facilities Construction
Department of Education
Knott Building
Tallahassee, FL 32301

Dear Dr. Chick:

I have been in education in Florida for 17 years, responsible for various aspects of local vocational programs in Broward County and Regional Program Administrator for the State Division of Vocational Education.

Recently, I have had the opportunity of attending the Florida International University's extern program for developing competencies required to receive certification as director of vocational education. In November, I attended the meeting in your office with other State Department personnel for about four hours in the evening. Those four hours were the most beneficial that I have ever spent at any time during my educational experiences. As this program draws to an end this month and as I review what I have learned, I felt that this letter might be appropriate.

I wish to congratulate you on the tremendous job you did in presenting information to the group in an understandable language that will help us to be of more value to students and taxpayers in the state of Florida.

With persons such as yourself in leadership roles in the state of Florida, we can all be assured of the future success in education.

Thank you for the opportunity you have afforded me and I wish you every success in the world.

Sincerely,

Gordon Oakley

Gordon Oakley
Regional Program Administrator

GO:cw

cc: Mr. Ralph Turlington
Mr. Joe D. Mills
Dr. Carl Proehl
Dr. Patsy Agee
Mr. L. Warren Harrell
Dr. Dominic Mohamed
Mr. Robert Caldwell

an equal opportunity employer

Dixie County Vocational School

P.O. Box 4-V
Cross City, Fl. 32628

SKIPPER JONES, Director
Mae Beville, Secretary
904-498-3358

Kathryn S
Occupational Speci
904-498-

June 9, 1981

Dr. Dominic A. Mohamed
Florida International University
Vocational Education
Tamiami Trail
Miami, Fl. 33199

Dear Dr. Mohamed:

I would like to take this opportunity to let you know in writing how much I appreciate your untiring efforts in the Florida Extern Program for Directors of Vocational Education.

This program has been of benefit to me and in turn, I have been able to pass along the information and education to my staff.

Again, let me say "thanks" for your work in the program.

Please don't hesitate to call or write if I may be of assistance to you some day.

Sincerely,

Skipper

Skipper Jones, Director

SJ/mb

[illegible]

May 6, 1982

Mr. Joe D. Mills, Director
Division of Vocational, Technical and Adult Education
Department of Education
State of Florida
Tallahassee, FL 32301

Dear Mr. Mills:

I was in the Extern Vocational Training Program last year - 1980-81 - which was conducted by Florida International University, Miami, Florida, and involved all of the other state universities.

I have waited almost a year to evaluate the benefits and value that I gained from last year's experience in the program. I have found it most valuable to me and to the vocational program in Marion County. I had an opportunity to work with the college professors from the various colleges which have vocational department. I had an opportunity to work very closely with your staff members, including Region III. I met many vocational personnel from throughout Florida. My contact with these people was most interesting and beneficial to me. We visited a number of other counties with good vocational programs, some almost as good as Marion County's (I am doing a little bragging now.) I have used many of the ideas that I gained at these meetings.

Sometimes when you evaluate something immediately, you don't really get a chance to see if your evaluation is valid. I like to wait a while and see if the meetings or the program benefited me which I find this one did tremendously.

In conclusion, I recommend that the program be continued. As one participant, I certainly endorse it 100%. Dr. Dominic Mohammed is to be highly commended for his fine work in presenting this program last year.

Sincerely,

M. C. Roche
M. C. Roche, Director
Vocational and Adult Education

RECEIVED MAY 10 1982

cc-Dr. Dominic Mohammed

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

BREWSTER SKILLS CENTER
105 W. ROSS AVENUE
TAMPA, FLORIDA 33602
PHONE (813) 272-4026

SUPERINTENDENT OF SCHOOLS
RAYMOND O. SHELTON

R. L. SMOUSE, JR.
ASSISTANT SUPERINTENDENT
VOCATIONAL, TECHNICAL &
ADULT EDUCATION

RICHARD G. ROLAND
DIRECTOR
DIVISIONAL PROGRAM SERVICES

PETE LABRUZZO
SUPERVISOR

June 3, 1982

Mr. Joe Mills, State Director
Division of Vocational Education
Florida Department of Education
Tallahassee, Florida 32301

Dear Mr. Mills:

I want to thank you for your efforts in providing me the opportunity to be enrolled in the Florida Extern Leaderships Training Program for Local Administrators of Vocational Educators.

This program not only afforded me the benefit of earning my Local Director Certification, but also to meet and exchange ideas with top-notch Vocational people throughout the state. Our ACES did a masterful job of presenting and putting us through the Local Director's competencies.

Presently I have at least two people in my school who are up and coming Vocational Administrators who I would like to recommend for this program next year if the funding comes through.

Thanks again, for providing the leadership that made a innovative program like this really work.

Sincerely,

Pete

Peter Labruzzo, Supervisor
Brewster Skills Center

cc: Dr. Dominics A. Mohamed
Dr. Bill Danenburg

EVALUATION REPORT

FLORIDA PRESERVICE/INSERVICE
LEADERSHIP TRAINING PROGRAM
for
LOCAL ADMINISTRATORS
of
VOCATIONAL EDUCATION
1981-82

Submitted by
REX C. TOOTHMAN
PROJECT EXTERNAL EVALUATOR

I. DEVELOPMENT AND COMPLETION OF EVALUATION INSTRUMENT

The evaluation instrument used for collecting data from program participants for this report is included as Appendix J. The instrument follows very closely the format used in evaluating the 1980-81 program, and the process followed for its development is described in the 1980-81 Evaluation Report.

One significant addition is Item No. 16 relating to the participation of the Professional Resource Officer (PRO). This was a new relationship for participants established in the 1981-82 program. The PRO was a sponsoring administrator identified by each participant whose role included validation of competency demonstration in back-home situations.

The evaluation instrument was distributed to each participant on the first day of the final statewide training session on May 13, 1982, and collected on the last day of that session on May 15, 1982. This procedure was followed to provide ample time for thought and reflection in making responses.

Those not in attendance were sent copies to be returned directly to the evaluator; consequently, all participants had an opportunity to respond.

II. RESPONSE

A total of 27 participants were oriented to the program at the first meeting on October 1-3, 1981. Of this number, 4 elected to drop from the program at some point during the year mostly due to time and scheduling problems. The remaining 23 completed the program and were awarded certificates of completion. Of this number 5 or 22% were DOE personnel; 2 or 9% were affiliated with community colleges, and remaining 16 or 69% were with school districts. (See Appendix K for Roster)

Eight Administrator Competency Educators (ACE'S) representing six state universities were involved in the program, including the project director Dr. Dominic A. Mohamed from Florida International University. Other universities involved were University of West Florida, Florida State University, University of Florida, University of Central Florida, and University of South Florida. (See Appendix K for Roster)

Responses to the evaluation instrument were made by 19 participants, of these 3 were from the Northern Regional group, 11 Central, and 5 Southern.

III. RESULTS

The results of each of the sixteen items on the evaluation have been tabulated and comments recorded. The numerical significance of the responses for items 1 through 14 were as follows:

4 = Strongly Agree
3 = Agree
2 = Somewhat Agree
1 = Disagree

On item 15, the numerical significance was:

3 = Very Useful
2 = Useful
1 = Of Little Use

On the pages that follow, each item is presented in this sequence:

1. The evaluation statement
2. Number of responses and percentage allocation for each response
3. List of comments made addressing each item, except for item 5 where a summary is provided.

1. The program was well organized, managed, and coordinated.

Rating	4	3	2	1
Number	11	8	0	0
Percent	58	42	0	0

1. Strong Points:
It gave us the opportunity to interact with vocational personnel from all over the state, and the consultants were excellent.
Participants had the responsibility of helping with the meetings.
The support coordination from FIU and ACE's was excellent.
Variety of learning experiences and a good pace.
Extern participation.
The expertise and variety of guests.
The willingness to make changes when necessary to meet individual needs.
The type of presentation of "how to" was most appropriate.
The format the ACE used was successful in getting us to work together.
University linkages were excellent
Resource people.
Facilitators, especially Rex.
ACE's were terrific.
Hands-on activities.
ACE's - Mohamed and Rex Toothman were super.

Weak Points

I was not able to determine what I was to submit to my ACE until the end.
There was some confusion in the first two meetings about competency completion.
Need to "start running" the first meeting.
I felt I was already proficient in some of the competencies.
We did not have enough time in some areas (i.e., State five-year plan and local five-year plan).
Initially there was some uncertainty about what was to be done by the externs.
Wasted time! September - May is too long a time period.
Need to be more definitive before the third meeting.
Some sessions were too long.
The presentors who did not offer hands-on activities.
I was confused about the requirements in the beginning.

2. The consortium approach was preferable to a single-institution approach.

Rating	4	3	2	1
Number	18	1	0	0
Percent	95	5	0	0

Advantages:

The opportunity to hear different points of view.
Wider variety of experts
Professional and social growth.
Cross-pollination of ACE's competencies and experiences enhanced the program.
Variety of viewpoints and expertise.
Unifies the approach - many saying the same thing.
Hearing other's views.
Learned different approaches and views to all problems and issues.
Placed all the university vocational leaders at our disposal.
Many more points of view.

Disadvantages:

There seemed to be some disagreement among the professors at times.
Expensive.
Appeared disorganized at times.
A few disorganized meetings.
Can't always reach a consensus.

3. The field-based approach was preferable to a campus-based approach.

Rating	4	3	2	1
Number	17	1	0	1
Percent	90	5	0	5

Advantages

It gave us an opportunity to move around to the location where we needed training.
Relevant, timely.
Being away from homebase and the informal setting was conducive to learning.
Eliminates tendency to concentrate on one institution.
Do not have to spend as many hours in a stale, stuffy classroom.
This allowed all of the externs to be exposed to all of the ACE's.
Developed closer relationships with the externs in the program.
Professional and personal friendships developed that will help us do better jobs in the future.
Adaptable for many more participants.
Central location and change of atmosphere.
A place to get away to.
Allowed for articuation statewide; brought light to problems in other areas.
More freedom from stuctured regime lends to new ideas and broadening experiences with closer relationships.

Disadvantages

Seat time.
The loss of a few weekends.
Pooled resources in terms of people, etc.
Had to spend too much time away from my desk.
Hard to schedule in the meetings.
Expense.
Time required for traveling.
Travel time and cost to participants.
Work piles up at the office while you're away.

4. The program was viewed favorably by the leadership at your college, school district, or DOE.

Comments

This program has been valuable to me in many ways; one is that I have received some very current information from the State.
No specific comments, but plenty of encouragement.
Outstanding, very comprehensive program.
They wished me well and approved the concept without question.
Received excellent support from local administration.
I work in the DOE. They sponsored it.
School and county personnel thought it was a waste of time.
Offers an expeditious method of accomplishing certification requirements.
"You must take this program - fantastic experience."
"You'll learn ten times more from this program than you ever would from a book."

5. The institution you came from provided support (For example: travel reimbursement, professional leave.)

Rating*	4	3	2	1
Number	8	6	1	2
Percent	47	35	6	12

*One respondent gave a 0 rating.

List those provided or not provided:

	Number	Percent
Provided travel reimbursement	3	16
Provided professional leave only	6	32
Provided both travel and leave	4	21
Provided leave and some travel	1	5
Provided no travel or leave	5	26

6. You gained, or expect to gain, benefits from your experience--either personally or professionally.

Rating	4	3	2	1
Number	17	2	0	0
Percent	89	11	0	0

Explain:

Getting to know vocational educators from all over Florida will prove to be valuable. The content of the program has helped me, and it will continue to help me.

Certification for position and an increased awareness.

Gives me a much greater understanding of the challenges faced by local administrators. Establishing personal contacts will assist me in my work.

It gave me insight into the many duties of a local or center director.

Certification as director.

I hope completion of this program will assist me in getting a county-level administrative position.

Excellent exposure, good concentration of expertise.

Gained self-confidence and learned how to obtain an administrative position.

A step toward certification.

Gained both personally and professionally. I have more self-awareness and have some thoughts for self-improvement.

I gained professionally from other people, resources, professors, speakers, etc.

7. Your inservice and/or certification needs were met.

Rating	4	3	2	1
Number	17	2	0	0
Percent	89	11	0	0

How?

I needed to add vocational director certification.

By securing competencies needed for certification.

Both certification and certificate renewal.

Through the training program and courses taken.

Obtained the 6 hours of credit I needed.

7. How? (cont.)

I will be able to be certified as a local director.
The course work met my needs.
Meeting requirements.
I needed one course, and I met my local director requirement through the program.
Full certification.
Met the needs for 2 courses and certification.
Obtained course credit and certification renewal.
All certification courses were covered.

8. You were involved in making decisions concerning the content, delivery, and evaluation of the program.

Rating	4	3	2	1
Number	11	7	1	0
Percent	58	37	5	0

In what respect?

We listed our needs, and then we were responsible for getting some consultants.
High degree of participation and involvement.
Daily evaluations, regional meetings, and participation in state meetings.
The direction of the program was determined by the participants.
Actual planning and making arrangements of outside participants.
An active advisory committee should be formed if this approach continues.
Through individual and group presentations in regional and state meetings.
For my own evaluation of my own needs and how to accomplish my goals.
Very little. We had to cover what most people needed.
We carried the ball.
Planning regional and statewide meetings.
Made decisions on what I had to do to cover content; group made decisions on how we had to accomplish all our needs; daily evaluations.

9. The approach of this program is a viable alternative to the tradional approach for meeting certification criteria.

Rating	4	3	2	1
Number	17	1	0	0
Percent	95	5	0	0

10. The time frame of the program was appropriate. (For example: number of regional meetings, number of state meetings, overall length.)

Rating	4	3	2	1
Number	13	6	0	0
Percent	68	32	0	0

List any that were in appropriate.

I suggest travel on Wednesday and meetings on Thursday and Friday.
More regional meetings would be helpful.
The number of meetings was fine. The time frame was too long - I suggest December-April.
Assuming the project was approved on a certain amount of contact hours, I have no complaints at this time.

11. The learning environment was appropriate. (For example: the meeting locations and rooms.)

Rating	4	3	2	1
Number	9	7	2	0
Percent	50	39	11	0

11. Comments

Needs to be re-evaluated.
Lighting and air-conditioning could be improved.
The price for the hotel was good, but a better place for the price could be found.
Fine! Adequate hotel and very accommodating.

12. The training at the state level was valuable:

Activities:

Rating	4	3	2	1
Number	13	6	0	0
Percent	68	32	0	0

Materials:

Rating	4	3	2	1
Number	14	3	2	0
Percent	74	16	10	0

Resource People:

Rating	4	3	2	1
Number	14	5	0	0
Percent	74	26	0	0

Delivery System:

Rating	4	3	2	1
Number	11	7	1	0
Percent	58	37	5	0

12. Strengths:

Speakers and resource people very knowledgeable.
Leadership was performed by the externs as well as the ACE's.
Brought in people who are actively working in vocational education.
Dr. Mohamed and the ACE's were excellent leaders.
Resource people.
Excellent state resource people.
All of the above categories had strengths and weaknesses and this can be expected under such a framework; However, the good outweighed the bad.

Weaknesses:

Too many lectures.
Few, if any.
Can't think of any.
Some of the presentors were very weak.
Initial uncertainty about what was expected of the externs.
Not enough out-of-class activities. We should have met at a college or a vocational center a couple of times because it would have been more of a hands-on situation.

13. The training at the regional level was valuable:

Activities:

Rating	4	3	2	1
Number	13	4	2	0
Percent	68	21	11	0

Materials:

Rating	4	3	2	1
Number	10	8	1	0
Percent	53	42	5	0

13. Resource People:

Rating	4	3	2	1
Number	15	3	1	0
Percent	79	16	5	0

Delivery System:

Rating	4	3	2	1
Number	14	4	1	0
Percent	74	21	5	0

Strengths:

Group worked well together; our ACE is one of the finest professionals I have ever met in my entire career.
Since only two regional meetings were held, it is diffucult to evaluate total worth. One meeting was worthwhile--the other was not.
Both programs were well worth the time and effort.
Gave the regional group an in-depth look at curriculum planning.
Individual leadership roles.

Weaknesses:

Could have met where more real action was going on; needed more field trips.
It was difficult to cram so much material into one day.
More regional meetings may be helpful.

14. The training at the individual level was valuable.

Activities:

Rating	4	3	2	1
Number	14	5	0	0
Percent	74	26	0	0

14. Materials:

Rating	4	3	2	1
Number	13	6	0	0
Percent	68	32	0	0

Resource People:

Rating	4	3	2	1
Number	14	4	0	0
Percent	78	22	0	0

Delivery System:

Rating	4	3	2	1
Number	14	4	0	0
Percent	78	22	0	0

How?

Expert guidance from ACE. I wouldn't have gained so much without his guidance.
Made me "polish-up" weaknesses and delve into areas of uncertainty.
Very practical information obtained which will be used.
I got what I needed myself from anyplace I wanted. I was able to get good people.
My PRO was an excellent resource.
Leadership roles were assumed.
Could be pointed to specific individuals who could provide the information or assist me with needed competencies.
My PRO was extremely helpful.
It got me involved in some very practical experiences.

15. The participation of the ACE's (Administrative Competencies Educator) was beneficial.

Assisted in the planning and implementation of the overall extership program:

Rating	3	2	1
Number	16	3	0
Percent	84	16	0

Assisted in planning and evaluating the extern competency lists:

Rating	3	2	1
Number	11	8	0
Percent	58	42	0

Served as liaison in planning and implementing regional meetings:

Rating	3	2	1
Number	15	4	0
Percent	79	21	0

List other uses:

Only a phone call away if you needed him.
Very helpful to me personally.
Moral support.
Assisted in my own plan.
Assisted in identifying needed resource persons and materials.

16. The participation of the PRO's (Professional Resource Officer) was beneficial.

Rating	4	3	2	1
Number	15	1	3	0
Percent	79	5	16	0

How?

Very helpful-set up interviews, etc.
Assisted me greatly in completing this program.
It would have been impossible without her.
I spent a lot of time with my PRO. He is an excellent vocational person.
Getting doors open to do the entire activity at county level.
Excellent support and advice when needed.
There is someone at the local level who can give pragmatic and useful answers to questions and problems.
PRO did not seem to want to spend time away from his many other duties.
Assisted in guidance and review of work turned in.
Very valuable daily contact can be held on a continuing basis.
By identifying the "nuts and bolts" kinds of problems encountered by a local administrator.
Never said "no".

17. Additional suggestions, comments or questions.

Since I am fairly new to Florida, I appreciated the opportunity to learn "from the experts." I appreciate the hard work and dedication of Dominic Mohamed, Rex Toothman, and all of the ACE's (plus Helen and Lisa) to attempt to show us the competencies and duties of an administrator. Enjoyed it tremendously.
A very worthwhile program which should be renewed. " Time-block" allocations should be more closely evaluated.
It was a very worthwhile program and I would not have missed it for the world. It should be available to all who would like to take it. All counties should be required to give professional leave to an extern if they wish to participate in the program.
More one-on-one work between the ACE and extern needs to be done.
I feel very lucky to be a part of such an outstanding program.
Extend it by all means.
I feel that all of the meetings were valuable for me.

17. Additional suggestions, comments or questions. (cont.)

The program on advisory committees didn't hold the interest after the points had been covered one time. A change in program should be made. It would be nice if a program leading to work on a degree could be made available to all areas of the State. South Florida does not have a program for vocational education on the doctoral level.
I strongly recommend that the extern program be continued.
The type and organization of the program was very appropriate for those who are already working as administrators.
Those who will not have an opportunity to participate in this type of training will be the losers as well as the State,
By far the most valuable and comprehensible vocational training program available and should be continued.
Many currently certified administrators could benefit from some of our experiences during the year.
Overall, the program was outstanding - the best I've participated in. I appreciate the opportunity to be in the program!

IV. INFORMAL EVALUATION

In addition to the survey forms for evaluation, the last session used a group process approach to review the program in an informal way.

Three major themes were addressed:

1. What were the positive contributions the program has made to your professional life?
2. What suggestions would you offer for program improvement for next year?
3. What words best describe your feelings about the program?

Each person was asked to individually write down three responses to these questions. Four small groups were formed representing a mix of regions, organizations, and sex. Each group was then asked to reach consensus on three responses to the questions and share them with the total group.

The consensus reports from each group, as well as individual responses, are listed as follows:

1. Positive contributions of program

Group 1
Increased competence
Certification
Social and professional contacts

1. (cont.)

Group 2
Competencies and skills
Associations with people
Timeliness

Group 3
Knowledge necessary to obtain professional skills
Personal and professional contacts
Excellent resource materials

Group 4
Professional contacts
Current information
Personal growth and accomplishment

Individual Responses
Gained professional knowledge.
Chance to meet fellow externs.
Exposure.
Knowledge gained from concentration of expertise.
Timeliness.
Having the opportunity to attain needed administrative competencies.
Having the opportunity to meet and work with present and future vocational leaders in Florida.
Having the opportunity to become better acquainted with the ACE's.
An expeditious method of attaining Local Director certification.
A learning atmosphere far superior to the historic approach.
The exchange of concepts and methods with other externs from all over the state.
Learning up-to-date material.
Meeting interesting and professional people.
My own professional growth and feelings of accomplishment.
Becoming acquainted with people throughout the state.
Sharing mutual concerns.
Competency attainment and knowledge.
Meeting and talking with the people who came to the conference.
A better understanding of our vocational system.
Valuable information I can use to build a better vocational program.
Future of vocational education and current information.
It helped reacquaint me with vocational education after being out of voc ed for 8 years.
The quality of the people I have met in the program.
Increased competence.
Possible certification.
Earned graduate credit in vocational education.
Association with outstanding vocational administrators.

1. (cont.)

Competencies earned and certification.
Overview of strength of vocational education and the promising future it can provide.
Real people relating their experiences.
Social contact.
The people mix of business and industry, educators, etc.
Increased knowledge, skills, and awareness of vocational education.
Certification.
Association with a variety of educators.
Increased my competencies.
A chance to work on a team.
I am better able to recognize the abilities of others and, I am better able to pull people together to work as a team.
Certification as a local director.
Gained knowledge.
Quality of the material.
Quality of speakers.
The chance to get certification.
Self-confidence.
Knowledge necessary for professional skill.
Personal/professional contacts.
Personal knowledge.
Personal contacts.
Resource information.
Professional knowledge gains.
Chance to develop close relationships with vocational leaders in our state.
Exchanging ideas with professionals.
Chance to meet fellow externs.
Chance to hear from, and meet top-level vocational education people.
Better understanding of my job.

2. Suggestions for program improvement

Group 1

Early clarification of extern requirements.
Increased relevant variety of hands-on activities or learning experiences,
More industry involvement.

Group 2

Clarify extern responsibility at first meeting.
Two full-day meetings (Thursday and Friday).
Visit exemplary programs, legislative sessions, DOE- Vocational Division.

Group 3

Clear up confusion regarding requirements before third meeting.
More females involved in program.
Complete course work at home university.

Group 4

Explain competency needs early.
More small group interaction.
More local practitioners involved.

Individual Responses

Change to two days (all day sessions) on Thursday and Friday.
More on-site help from ACE's.
A more hands-on approach.
Do not use Saturdays.
Explain to externs exactly what's expected of them - early on.
More females.
Give new externs a chance to talk with former externs at the beginning of the program.
Explain certification requirements earlier and require everyone to send to DOE for their needs.
Fine-tune the requirements more clearly before the third session. Too much anxiety in not knowing what is expected.
Universities need to work together instead of competing for course work.
Be more direct in extablishing goals.
A better facility.
Meet in places where voc ed happens; stay in motels in surrounding areas.
More actual participation at meetings.
Too many guest lecturers; many of their "hands-on" activities were just busy work.

2. (cont.)

Do a better job of explaining externs needs and program of work.
Visit exemplary programs.
Continue as presently organized rather than by a single institution.
Consider shorter, more intensive sessions for presently certified administrators (update).
Give increased attention to techniques for improving productivity.
Eliminate general competencies (Appendix B).
Schedule graduation ceremonies so that it is the very last activity we do.
Arrange the schedule so that Saturday mornings are not involved.
Spend more time explaining competencies needed and expectations in the first session.
Work 2 hours at night and skip Saturday session.
Make sure everyone understands the State/Regional/individual competency check-off system early in the program.
Continue along the same lines.
More group interaction and problem-solving with peers.
More "how to" activities.
Bring in more local resource persons.
Don't invite back those who received poor evaluations.
Expectations of externs not made clear in first session.
More variety in the presentations.
More women in extern program.
More regional meetings (possibly 4).
Thoroughly describe competency lists at first meeting and how they will be incorporated into the program (portfolio and presentations).
At least two scheduled meetings between extern, PRO, and ACE.
Keep group size under 30.
Site visitation with structure.
Return and use externs from the previous class.
Visit voc-tech centers as part of statewide meetings.
Clarify competency identification process as soon as possible.
Reduce the time spent sitting.
More individualization.
Clarification of what externs must complete.
Begin at 8am on Thursday and Friday.
More involvement in industry.

3. Words describing feelings about program

Group 1

Worthwhile
Enlightening
Effective

Group 2

Rewarding
Innovative
Enjoyable

Group 3

Innovative
Fantastic
Worthwhile

Group 4

Excellent
Innovative
Enjoyable

Individual Responses

Great 4*
Sad
Happy
Fantastic 3
Innovative 5
Super 2
Productive
Exhausting
Worthwhile 3
Very Good
Mass of Material
Professional 2
Long
Different
Love
Confusion
Whew!
Informative 3
Stimulating
Pleasant
Hands-on
Rewarding
Up-to-date
Tough
Enjoyable
Intellectual
Caring
Excellent

Eduational
Enlightening
Outstanding
Profitable
Wow!
More than was expected
Positive
Effective
Superlative

* Numbers indicate number of times word was duplicated.

APPENDIX A

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

Joe D. Mills
Director
Division of Vocational Education

July 25, 1981

MEMORANDUM DVE 81-44

TO: Local Directors of Vocational Education, Community College Occupational Deans, Area Center Directors

Joe D. Mills

FROM: Joe D. Mills, Director
Division of Vocational Education

SUBJECT: Preservice and Inservice Leadership Training Program for Local Administrators of Vocational Education

You may or may not be aware of the existence of the Florida Preservice and Inservice Leadership Training Program for Vocational Administrators which was piloted jointly by six of our State Universities this year under the auspices and cooperation of the Florida Vocational Association (FVA), Florida Council of Local Administrators (FCLA), Florida Association of Vocational and Adult Teacher Educators (FAVATE), and the Division of Vocational Education (DVE), Department of Education (DOE). Fifty-six local administrators participated and completed this year, this one year long innovative, non-traditional leadership training program for vocational administrators.

The recycling of this program is very timely in light of last year's legislation concerning FEFP funding and employment of certified directors of vocational education in local school districts and community colleges that come under the mandate of that law.

Evaluation of this program this year by the local administrators who participated in the program indicates that the program was highly successful and effective in meeting the inservice, preservice and certification needs of those administrators who participated in the program.

A decision has been made, therefore, based on the recommendations of the participants, the vocational teacher educators and consultants who participated in the program, to recycle this program again in

1981-82. The recycling of this program for another year will enable additional local vocational administrators, both certified and non-certified, to benefit from the program and thereby create a capacity of competent and certified vocational administrators in our State.

I am told by our Vocational teacher educators in the program that they are going to try to address and pilot through this program (1981-82) the six weeks of work experience requirements within the last five year period required by Florida State Board of Education Regulations (SBER), Chapter 6A-4, Section 42 in the vocational education certification area in distributive, industrial, technical and health occupations education.

We hope you will be one of the local vocational administrators who will choose to participate in this professional development and certification program. If you are interested in participating in this vocational education leadership training program in 1981-82, please complete the enclosed form and mail it to:

Mr. Joe D. Mills, Director
Division of Vocational Education
Department of Education
Knott Building
Tallahassee, Florida 32301

For additional information, you may call any of the following persons:

Dr. William Danenburg
University of South Florida
Tampa, FL 33620
Tele: (813) 392-2100

Dr. Harry Hall
University of Central Florida
P. O. Box 25000
Alafaya Trail
Orlando, FL 32816
Tele: (305) 275-2161

Dr. James Hensel
University of Florida
Gainesville, FL 32611
Tele: (904) 392-2391

Dr. Hugh Hinely
Florida State University
Tallahassee, FL 32306
Tele: (904) 644-6418

Ms. Helen Lipscomb
Division of Vocational Education
Florida Dept. of Education
Tallahassee, FL 32301
Tele: (904) 488-0480

Dr. Dominic A. Mohamed
Florida International University
Tamiami Trail
Miami, FL 33199
Tele: (305) 552-2711

Dr. Carl W. Proehl
The University of West Florida
Pensacola, FL 32504
Tele: (904) 476-9500

hlb

Enclosure

THE FLORIDA PRESERVICE AND INSERVICE
VOCATIONAL ADMINISTRATOR LEADERSHIP
TRAINING PROGRAM

Applicant Data Form Return by 9/15/81 Application Date____________________
Mo. Day Year

This form must be completed and approved by applicants' immediate supervisor desiring to participate in the Florida Preservice and Inservice Leadership Training Program for Local Vocational Education Administrators.

Your approval of this applicant as a participant in this program requires the need for approximately fifteen (15) days released time from the performance of regular duties to participate and attend out of county (state and regional) meetings which are mandatory for all participants.

Meetings are generally held in a central location (easily accessible to most participants) in the center of the state. Meetings require traveling and overnight stay for participants. Please identify funding source to pay for participants' attendance to these meetings as this project does not cover participants' expenses. The objective of this program is to improve the job performance of vocational administrators.

INSTRUCTIONS: Please complete and return to Joe D. Mills, Director of Vocational Education, Department of Education, Knott Building, Tallahassee, FL 32301. This form will be considered as an applicaiton for participation in the Florida Preservice and Inservice Leadership Training Program for Vocational Administrators developed cooperatively with the State Universities, the Division of Vocational Education, Department of Education, local school districts and Community/Junior Colleges and the Florida Vocational Association. Implementation of this program will begin some time after August 1981 and will continue and terminate on June 30, 1982.

PERSONAL DATA

1. Name______________________________ Date of Birth____________
Last First Middle

2. Home Address____
Street and Number City Zip Code

3. Home Telephone No. (Include Area Code)____________ Soc. Sec. No.____________

4. Position____

Business Address____________________________________

5. Business Telephone No. (Include Area Code)________________________

6. Married___ Single___ Other___ No. of Children____________________

7. Height______ Weight______ General Physical Condition________________

Applicant Data Form Cont.

EDUCATIONAL HISTORY

8. What degree(s) do you hold? When did you receive them? Where? Please attach transcripts to this form.

Degree	Date Received	Major Field	Institution

9. Have you completed any course work beyond your last degree? ____________

If yes, how many semester hours? ______ Please attach transcripts to this form.

When did you take this course(s)? ____________ Where? ____________

10. Have you completed the above work toward an advanced degree? ____________

11. What type of certificate(s) do you now hold?

A. Type of Certificate ____________

B. Level of Certification ____________

Expiration date(s) ____________

12. What subject(s) appear on your certificate(s)? ____________

____

13. What courses and credit hours do you lack for certification in Administration and Supervision of Vocational Education? ____________

____

Please attach a copy of the evaluation done by the State Teacher Certification Office.

Number of hours/years needed:

___ Organization, Administration and Management of Vocational Programs

___ Administration and Supervision of Secondary Education

___ Instructional Programs and Curriculum

___ Supervision and Development of Vocational Education Staff

___ School-Community-Employee-Employer Relations

___ Three (3) years of successful teaching experience as a Vocational Educator

___ Occupational/work experience in a vocational service area

Applicant Data Form Cont.

____ Teaching Reading and Diagnose Reading Problems in the area of specialization

____ Others (Please list other areas of deficiencies in your certification)

____

____

____

14. If selected, I will attend the statewide workshops, participate in the regional and local program meetings, field visitations, clinical/field/work experiences, internships and seminars.

____ Yes ____ No

15. I approve this applicant's participation in the Florida Preservice and Inservice Leadership Training Program for Local School/College Administrators.

APPROVED BY: ______________________________________
(Immediate School or College Supervisor)

TITLE: ________________________ DATE: ________________

APPROVED BY: ______________________________________
(County and/or Area Superintendent, or College President)

TITLE: ________________________ DATE ________________

This activity is approved for ____________________ funds (circle one).
(county, school base, college, participant himself, other)

This activity is approved for ____________________ (circle one).
(professional leave, vacation, other)

FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

We are pleased to inform you that you have been accepted to participate in the Florida Preservice and Inservice Leadership Training Program for Vocational Education Administrators. The detailed purposes, objectives, program requirements, tracks, registration options and procedures, the delivery system, etc. are described in the attached copy of this State approved program document. We are asking that you bring with you, to the first statewide meeting, all of the communications which you have received to date regarding this program.

I. STATEWIDE MEETINGS

The following tentative dates have been selected for the statewide meetings of all participants in Orlando, Florida.

October	1 - 3, 1981
November	12 -14, 1981
February	11 -13, 1982
April	1 - 3, 1982
May	13 -15, 1982

All of these dates are Thursdays through Saturdays and will begin on Thursdays at 1:00 p.m. - 5:00 p.m. Friday schedules will be from 8:00 a.m. - 5:00 p.m. with lunch break. Saturdays will be from 8:00 a.m. - 12:00 noon. Each day there will also be normal breaks in the mornings and afternoons.

All of the statewide meetings will be held at Bristol International (formerly the Admiral Benbow & Winter Garden Inn), P.O. Box 1486 (at Highway 50 & Citrus Tower), Winter Garden, FL 32787. The room rates are $25.00 per night (single and double); $5.00 for an extra person, plus 6% Florida tax. Meals are served in the motel at your own cost and convenience. You must make your own reservations by calling (305) 656-4545. Identify yourself as a participant in the Florida Extern Program. (Ask for Doris Ashwell, Sales Manager, if you have any problems.) Transportation from the airport to the motel and back must be arranged by you at your own expense and convenience. Mileage is approximately 25 miles. Current limo rates are $8.50 (minimum of 2 persons), but are expected to be raised to $12.75 per adult after the first of the year.

II. REGIONAL GROUP MEETINGS

In addition to the five (5) statewide meetings, there will be four (4) regional meetings during the academic year. Each meeting will consist of 1 1/2 days (typically all day Fridays and half a day on Saturdays) to be scheduled as near as possible to regional participant's residence or place of employment which is convenient to all and on dates between statewide meetings.

III. INDIVIDUAL PARTICIPANT MEETINGS

Above and beyond the statewide and regional group meetings, there will be a number of individual consultative visits and meetings with local resource personnel and teacher educators to be determined and arranged according to each individual preservice and inservice competency needs and learning experiences plan.

IV. PROGRAM PROCEDURAL REQUIREMENTS

After an applicant has been notified of their acceptance into the Florida Extern Program, the following procedures and requirements must be fulfilled prior to attending the first program meeting on October 1, 1981.

1. Gain approval and release from duty by the immediate supervisor and local educational agency administration.
2. Determine and concur with your immediate supervisor and local educational agency administration the arrangements of cost related to your participation in the program. The cost generally involves released time arrangement from work, travel, per diem, incidental costs, materials and supplies, and perhaps registration fees for program and university course credit option, if applicable. The project and its sponsor have no dollars to support any participant.
3. Have your current certification status determined, if you need it, by the State Teacher Certification Office in Tallahassee, with assistance from your superintendent, president and LEA staff development office. You must bring with you to the October meeting, a current analysis on certification form CF-51 3/75, and a copy of current certificate from the State Teacher Certification Section in Tallahassee. Also, you must bring copies of transcripts of courses you have taken after the issuance of your current State Certificate.
4. Identify and seek concurrence of a local vocational administrator who will act as your sponsor and resource person who would provide technical assistance and support in the learning activities during the extern year in addition to program staff, consultants and resource persons. Your identified sponsor should be a competent, experienced vocational administrator who will assist you in assessing your training needs (see and complete Appendix A & B of State approved program as attached); sign project and program competency assessment instrument; assist you in making arrangements for you and other participants to learn and demonstrate performance of needed competencies on site; assist the program staff in validating mastery, completion and demonstration of learned competencies in the extern program. Your sponsor is required to attend at least one regional orientation meeting which will be planned by the regional extern group and the teacher educator assigned to your region.

V. PROGRAM REGISTRATION OPTIONS

There are two (2) options available for program completion to the participants in the Florida Extern Program.

One of the options is for those vocational administrators who are participating in the extern program to meet some of the thirty (30) semester hour course work requirements for certification as local directors of vocational education. These individuals must have their certification reviewed by the State Teacher Certification Office in Tallahassee (Mrs. Karen Beach, Tele: (904) 488-2317). In this case, the information is extremely essential in identifying the area(s) of deficiency in meeting the State certification for local directors of vocational education. Participants in this category have two (2) choices in this program to meet the State Certification deficiencies. One of the choices is to complete the identified certification deficiencies within this State approved competency based extern program. In this case, Appendix C in the attached State approved program will be sent to the State Teacher Certification Seciton at the end of successful completion of this program. An individual is also expected to complete the additional area(s) of professional development in Option 2 following. There will be no grades nor university credit awarded in this option. Only Appendix C will be sent to the State Teacher Certification Section after successful completion of the competencies identified in the certification status analysis and the individual area of interest and professional development to be mentioned in Option 2.

The second option relates to those vocational administrators who are fully certified as local directors of vocational education, but who are participating in this leadership training program solely as an inservice (updating) professional development activity. These individuals are expected to complete successfully, during the extern year: 1) Statewide needs and priorities that would be identified by the total group during the October extern statewide meeting, 2) the regional group needs and priorities which will be identified during the October statewide meetings and 3) the individual needs and priorities which will also be identified by each participant via: a) the applicant application data form, b) vocational administrator competencies listed in Appendix A & B; the State Teacher Certification recommendations, if any, and other area(s) of professional interest that each individual participant may identify in the needs assessment process during the October meeting for the mastery and acquisition of needed skills and competencies.

In either option (1 or 2), any participant may enroll for 3 - 15 university semester graduate credits. THE ENROLLMENT WILL ONLY BE DONE THROUGH FLORIDA INTERNATIONAL UNIVERSITY WHERE THE PROJECT IS LOCATED. All individuals desiring this option will be required to pay for the university credits. Enrolling at FIU will not require the participant to attend classes at FIU. Rather, the participants enrolling for university credits at FIU will complete the credit work in the statewide meetings, the regional meetings and individually on their own at their work site and/or on their own time. Enrollment will be done during the November statewide meeting, at which time you will be required to submit a copy of the applicant data form and certification analysis letter or form from the State Teacher Certification Section in Tallahassee. (THE NOVEMBER STATEWIDE MEETING WILL BE THE ONLY TIME THAT REGISTRATION MAY TAKE PLACE FOR THIS EXTERN PROGRAM.) You should bring a blank check with you for your registration fees. Utility of credits earned at FIU apart from certification is an individual responsibility. If you are working on an advanced degree in a college or university other than FIU, most colleges and universities allow a certain number of credits to be transferred into their institution from other accredited and approved universities. In Florida, one can use the State University System adopted policy called "traveling scholars". In either of these last two cases, you must check with your major advisor and departments of the institution where you are going if you wish to transfer the credits.

Because the Fall Semester started on August 26; 1981, at FIU, participants wishing to enroll for university graduate credit will do so only for the Spring Semester, even though they can start working on the course work in October. All course work through the Extern Program must be completed no later than April 15, 1982. NO INCOMPLETE WORK OR GRADE CHANGES WILL BE ACCEPTED AFTER THIS DATE.

The courses that will be available to the extern for enrollment during the Spring Semester are those graduate level courses that are required for local director certification in vocational education. These are as follows:

1) EVT 6264 Organization, Administration and Management of Vocational Programs--3 Semester credit hours
2) EDA 6905 Workshop in School Administration/Supervision--3 Semester hours
3) EVT 5168 Curriculum Development in Vocational Education--3 Semester credit hours
4) EVT 5265 Supervision and Coordination of Vocational Education Programs--3 Semester credit hours
5) EVT 5461 Community Relationships and Resources for Vocational Education--3 Semester credit hours

Individuals electing to take any or all of these courses for university credit will be required to complete the usual on-campus course requirements to the satisfaction of the assigned university Teacher Educator(s) or other assigned resource persons. This will require reading the required course texts, modules, projects, tests and other typically required academic credit course work. The tuition for graduate level credit hours is $38/credit hour for Florida residents and $105/credit hour for non-Florida residents. Registration will be by personal checks payable only to FIU.

Instructional modules and course texts must be paid for and ordered from:

Mr. Lindsey
University Bookstore
Florida International University
11000 S.W. 8th Street
Miami, FL 33174 Tele: (305) 554-2691

Standard texts to be used for courses for university credit will be: 1) FIU Course Module, 2) Ohio State Vocational Administrator modules, and 3) other instructional resources and texts as assigned and required by your assigned teacher educator and resource(s) persons/consultants. Do not send any payment for textbooks and modules until Mr. Lindsey sends you, after your request, the exact charges including shipping costs. Note: The address for the university bookstore is different from that of the university.

Please bring all extern correspondence with you to the statewide meetings for reference.

Enclosures

P.S. NEW TELEPHONE NUMBERS FOR THE UNIVERSITY

All exchanges are now 554 instead of 552 (Suncom is still 441)

DOMINIC A. MOHAMED---554-3388
LISA PUGLIESE-------554-2003

APPENDIX D

VOCATIONAL ADMINISTRATOR COMPETENCIES

Name________________________________

	HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY 1	SOMEWHAT PROFICIENT IN COMPETENCY 2	PROFICIENT IN COMPETENCY 3	NO NEED FOR THE COMPETENCY 4	NO BASIS FOR JUDGING 5
I. Vocational Needs Assessment					
1.1 Develops plans for conducting vocational education needs assessments.	A	B	C	D	E
1.2 Involves lay and business community representatives in needs assessments.	A	B	C	D	E
1.3 Develops needs assessment instruments.	A	B	C	D	E
1.4 Determines current and projected labor market demands.	A	B	C	D	E
1.5 Determines occupational needs of students.	A	B	C	D	E
1.6 Collects, analyzes and interprets data.	A	B	C	D	E
1.7 Formulates procedures for vocational programs to meet identified needs.	A	B	C	D	E
II. Vocational Education Planning					
2.8 Interprets and applies state and federal legislation and regulations relevant to vocational education.	A	B	C	D	E
2.9 Interprets and applies other relevant state and federal legislation such as V.A., disadvantaged, sex stereotyping, handicapped, etc.	A	B	C	D	E
2.10 Prepares and updates long and short range vocational education plans.	A	B	C	D	E
2.11 Demonstrates compliance with the Florida State Plan for Vocational Education.	A	B	C	D	E
2.12 Utilizes state and local agencies in the planning process such as Florida Employment Service, CETA prime sponsor, Coordinating Council, Council on Education and Rehabilitation of the Handicapped, Licensing Boards, Correction Services, etc.	A	B	C	D	E

	HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY 1	SOMEWHAT PROFICIENT IN COMPETENCY 2	PROFICIENT IN COMPETENCY 3	NO NEED FOR THE COMPETENCY 4	NO BASIS FOR JUDGING 5.
III. Vocational Curriculum Design and Implementation					
3.13 Designs curriculum content based upon occupational task analysis.	A	B	C	D	E
3.14 Organizes cooperative vocational education programs.	A	B	C	D	E
3.15 Establishes demonstration, pilot and exemplary vocational programs.	A	B	C	D	E
3.16 Provides vocational programs which meet the needs of the handicapped students.	A	B	C	D	E
3.17 Provides vocational programs which meet the needs of the disadvantaged students.	A	B	C	D	E
3.18 Provides orientation/exploratory programs.	A	B	C	D	E
3.19 Provides adult/continuing vocational education programs.	A	B	C	D	E
3.20 Maintains state vocational education program standards.	A	B	C	D	E
3.21 Establishes program completion requirements consistent with prescribed competencies.	A	B	C	D	E
IV. Vocational Curriculum Evaluation and Improvement					
4.22 Analyzes student and employer follow-up studies.	A	B	C	D	E
4.23 Directs evaluation of vocational programs.	A	B	C	D	E
4.24 Gathers public opinion data concerning vocational programs.	A	B	C	D	E
4.25 Determines reasons for student attrition in vocational education programs.	A	B	C	D	E

	1 HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	2 SOMEWHAT PROFICIENT IN COMPETENCY	3 PROFICIENT IN COMPETENCY	4 NO NEED FOR THE COMPETENCY	5 NO BASIS FOR JUDGING
4.26 Directs the assessment of student achievement in laboratory and cooperative settings.	A	B	C	D	E
4.27 Utilizes curriculum evaluation data to improve vocational programs.	A	B	C	D	E
V. Vocational Program Articulation					
5.28 Articulates orientation/exploratory, secondary and post secondary vocational program standards and objectives.	A	B	C	D	E
5.29 Integrates the vocational education program with the total education programs.	A	B	C	D	E
5.30 Articulates vocational programs with agencies such as Licensing Boards, Veterans Administration, Opportunities Industrialization Centers and other community based organizations.	A	B	C	D	E
VI. Vocational Instructional Management					
6.31 Provides vocational education programs at times and places convenient to the students.	A	B	C	D	E
6.32 Establishes competency-based vocational education programs.	A	B	C	D	E
6.33 Integrates vocational student organizational activities into the instructional programs.	A	B	C	D	E
6.34 Interprets and applies labor laws, regulations, and licensure requirements.	A	B	C	D	E
6.35 Recruits resource people from business and industry to share specialized knowledge, skill, equipment, and techniques reflecting latest developments in the field.	A	B	C	D	E

	HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY 1	SOMEWHAT PROFICIENT IN COMPETENCY 2	PROFICIENT IN COMPETENCY 3	NO NEED FOR THE COMPETENCY 4	NO BASIS FOR JUDGING 5
VII. Vocational Student Recruitment, Retention, Placement, and Follow Up					
7.36 Establishes student recruitment procedures for vocational programs to reach the following target groups: minority, out of school youth, veterans, economically depressed, displaced homemakers, unemployed and underemployed adults, disadvantaged and handicapped, and sex equity.	A	B	C	D	E
7.37 Provides effective vocational guidance and counseling services to meet the needs of vocational students.	A	B	C	D	E
7.38 Develops and implements plans and procedures for vocational student retention.	A	B	C	D	E
7.39 Develops and implements system for vocational students job placement.	A	B	C	D	E
7.40 Develops and implements system for vocational student and employer follow up.	A	B	C	D	E
VIII. Vocational Staff Management and Development					
8.41 Assesses occupational needs of vocational degreed and non degreed staff.	A	B	C	D	E
8.42 Assesses professional needs of vocational degreed and non degreed staff.	A	B	C	D	E
8.43 Identifies current and future trends in business and industry which create a requirement for technical skill up-dating.	A	B	C	D	E
8.44 Plans, implements and evaluates staff development program to meet identified occupational needs of degreed and non degreed vocational personnel.	A	B	C	D	E

	HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY 1	SOMEWHAT PROFICIENT IN COMPETENCY 2	PROFICIENT IN COMPETENCY 3	NO NEED FOR THE COMPETENCY 4	NO BASIS FOR JUDGING 5
IX. Vocational Legislative, Labor and Professional Relations					
9.45 Demonstrates philosophy consistent with the objectives of vocational education programs.	A	B	C	D	E
9.46 Communicates the need for and problems of funding, validating, supporting, and evaluating vocational education programs.	A	B	C	D	E
9.47 Influences policies affecting vocational education at local, state, and national level.	A	B	C	D	E
9.48 Participates in the development of vocational education legislation at local, state and national level.	A	B	C	D	E
9.49 Communicates the implications of vocational legislation to school and community.	A	B	C	D	E
X. Establishment and Utilization of Vocational Education Advisory Committees					
10.50 Identifies types of Advisory Committees to be established, including general, craft, joint apprenticeship and vocational students advisory committee.	A	B	C	D	E
10.51 Selects members and organizes vocational advisory committees.	A	B	C	D	E
10.52 Utilizes vocational advisory committees in the planning, implementing and evaluating of vocational education programs.	A	B	C	D	E

	HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
	1	2	3	4	5
XI. School/Community/Labor, Management/Relations					
11.53 Utilizes public and private agencies in the planning, developing, implementing and evaluating of vocational programs.	A	B	C	D	E
11.54 Interprets vocational program offerings and needs to the business, industrial and lay community.	A	B	C	D	E
11.55 Plans and conducts recognition programs for vocational students, staff, employers and community supporters.	A	B	C	D	E
11.56 Develops working relationships with employers, potential employers and labor.	A	B	C	D	E
11.57 Applies effective communication skills in relating to the work oriented community, including employers, organized labor and supervisory on-line persons.	A	B	C	D	E
11.58 Co-sponsors vocational program offerings with professional, managerial, trade groups, and other organizations.	A	B	C	D	E
11.59 Formalizes contracts or cooperative agreements with private and public agencies relative to conducting vocational programs.	A	B	C	D	E
XII. Vocational Education Facilities Planning and Management					
12.60 Develops short and long range vocational facility plans utilizing current needs assessment data and appropriate advisory committees.	A	B	C	D	E
12.61 Develops educational and technical specifications for the design, construction, and renovation of vocational facilities using the specific program craft advisory committee.	A	B	C	D	E

	1 HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	2 SOMEWHAT PROFICIENT IN COMPETENCY	3 PROFICIENT IN COMPETENCY	4 NO NEED FOR THE COMPETENCY	5 NO BASIS FOR JUDGING
12.62 Evaluates and utilizes available community facilities for special vocational programs.	A	B	C	D	E
12.63 Develops specifications to modify vocational facilities to meet the needs of handicapped students.	A	B	C	D	E
12.64 Establishes a program for preventive and daily maintenance of vocational facilities.	A	B	C	D	E
12.65 Schedules facilities for maximum program utilization.	A	B	C	D	E
XIII. Vocational Equipment Management					
13.66 Develops equipment lists with specifications for vocational programs.	A	B	C	D	E
13.67 Designs and implements plans for systematically replacing obsolete and worn out equipment.	A	B	C	D	E
13.68 Develops systematic plans for the inventory and security of vocational equipment.	A	B	C	D	E
13.69 Establishes plans for repairs and maintenance of vocational equipment.	A	B	C	D	E
XIV. Safety Management					
14.70 Interprets health and safety laws and regulations (i.e. OSHA) related to vocational laboratories.	A	B	C	D	E
14.71 Designs accident prevention programs for vocational laboratories.	A	B	C	D	E
14.72 Implements accident prevention programs for vocational laboratories.	A	B	C	D	E

	1 HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	2 SOMEWHAT PROFICIENT IN COMPETENCY	3 PROFICIENT IN COMPETENCY	4 NO NEED FOR THE COMPETENCY	5 NO BASIS FOR JUDGING
14.73 Provides in-service safety programs for vocational students and staff.	A	B	C	D	E
14.74 Evaluates accident prevention programs in vocational laboratories.	A	B	C	D	E
XV. Vocational Program Fiscal Management					
15.75 Prepares long range financial plans based on local, state, and Federal needs as required by the five year Florida State Plan for Vocational Education.	A	B	C	D	E
15.76 Develops annual vocational education budget as required by the Florida State Plan for Vocational Education.	A	B	C	D	E
15.77 Establishes procedures for managing annual vocational education budget as required by the Florida State Plan for Vocational Education.	A	B	C	D	E
15.78 Develops plans for requesting state and federal funding of vocational programs in accordance with federal and state vocational education funding laws.	A	B	C	D	E
15.79 Determines initial and on going costs for vocational programs.	A	B	C	D	E
15.80 Adheres to state and federal agencies monitoring and accounting procedures to include Veterans Administration, CETA, Student Loans, etc.	A	B	C	D	E
15.81 Establishes and implements procedures for preparing and submitting vocational education reports for federal and state agencies.	A	B	C	D	E
15.82 Establishes and implements procedures for charging for student and customer work.	A	B	C	D	E
15.83 Establishes contingency plans for providing funds for emergency needs of vocational laboratory supplies and materials.	A	B	C	D	E

GENERAL SCHOOL ADMINISTRATOR COMPETENCIES

Name________________________

		1 HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	2 SOMEWHAT PROFICIENT IN COMPETENCY	3 PROFICIENT IN COMPETENCY	4 NO NEED FOR THE COMPETENCY	5 NO BASIS FOR JUDGING
	Curriculum planning skills such as:					
1.	Developing a design for long-range curriculum planning.	A	B	C	D	E
2.	Involving parents, teachers, students and patrons in the development of organizational goals and objectives.	A	B	C	D	E
3.	Determining current status of the curriculum.	A	B	C	D	E
4.	Providing direction for classroom instruction.	A	B	C	D	E
5.	Identifying resources.	A	B	C	D	E
6.	Developing evaluation procedures.	A	B	C	D	E
	Decision-making skills in curriculum and instruction such as:					
7.	Utilizing data in making decisions.	A	B	C	D	E
8.	Making choices between alternative strategies for curricular programs.	A	B	C	D	E
9.	Determining the appropriateness of the use of certain learning resources.	A	B	C	D	
10.	Choosing personnel, facilities and activities needed to implement the curriculum.	A	B	C	D	
11.	Determining the deficiencies and adjust to maintain the efficiency of the organization.	A	B	C	D	
	Communication skills in curriculum and instruction such as:					
12.	Conveying the various aspects of the comprehensive educational program to all members of the organization.	A	B	C	D	
13.	Motivating staff to practice creative and innovative techniques.	A	B	C	D	

		HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY 1	SOMEWHAT PROFICIENT IN COMPETENCY 2	PROFICIENT IN COMPETENCY 3	NO NEED FOR THE COMPETENCY 4	NO BASIS FOR JUDGING 5
	Implementation of educational plans such as:					
14.	Working with staff to develop instructional strategies to meet curricular objectives.	A	B	C	D	E
15.	Following administrative directives.	A	B	C	D	E
16.	Coordinating, supervising and evaluating the plan.	A	B	C	D	E
17.	Selecting competent staff.	A	B	C	D	E
18.	Providing leadership for orientation and inservice.	A	B	C	D	E
	Evaluation of the instructional program such as:					
19.	Implementing the procedures necessary to collect valid data.	A	B	C	D	E
20.	Collecting data relative to the goals and objectives of the program.	A	B	C	D	E
21.	Analyzing the results of data collected.	A	B	C	D	E
22.	Communicating the results of data analysis to appropriate personnel.	A	B	C	D	E
	Planning skills in the management of staff such as:					
23.	Developing a plan for the organization, coordination and supervision of staff assignments.	A	B	C	D	E
24.	Involving staff in the development of objectives.	A	B	C	D	E
25.	Developing a plan for evaluating staff.	A	B	C	D	E

		1 HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	2 SOMEWHAT PROFICIENT IN COMPETENCY	3 PROFICIENT IN COMPETENCY	4 NO NEED FOR THE COMPETENCY	5 NO BASIS FOR JUDGING
	Staff communication skills such as:					
26.	Defining one's role and communicating it to staff and superiors.	A	B	C	D	E
27.	Facilitating a humanizing environment.	A	B	C	D	E
28.	Recognizing and resolving conflict with students, staff, parents and public.	A	B	C	D	E
	Decision-making skills involving staff such as:					
29.	Utilizing staff personnel.	A	B	C	D	E
30.	Helping the staff reach consensus.	A	B	C	D	E
	Evaluation of staff such as:					
31.	Applying evaluation procedures which are clearly understood.	A	B	C	D	E
32.	Involving the staff in an objective analysis of job performance.	A	B	C	D	E
33.	Determining professional growth needs.	A	B	C	D	E
	Collection and utilization of data relative to staff such as:					
34.	Involving staff in the process.	A	B	C	D	E
35.	Analyzing data in relation to organizational and staff personnel needs.	A	B	C	D	E

		HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY 1	SOMEWHAT PROFICIENT IN COMPETENCY 2	PROFICIENT IN COMPETENCY 3	NO NEED FOR THE COMPETENCY 4	NO BASIS FOR JUDGING 5
	Development of plans for students such as:					
36.	Developing a plan for scheduling student activities.	A	B	C	D	E
37.	Developing a plan for placing students in appropriate programs.	A	B	C	D	E
38.	Developing a plan for student evaluation procedures.	A	B	C	D	E
39.	Developing a plan for effectively communicating with students.	A	B	C	D	E
	Decision-making skills relative to student personnel such as:					
40.	Utilizing data.	A	B	C	D	E
41.	Applying problem solving techniques.	A	B	C	D	E
	Providing for programs to meet the needs of the students such as:					
42.	Providing services through guidance and counseling.	A	B	C	D	E
43.	Implementing procedures for maintaining records.	A	B	C	D	E
44.	Developing procedures for coordinating activities with the instructional program.	A	B	C	D	E
45.	Providing appropriate services and programs for students with special needs.	A	B	C	D	E
	Evaluation of student personnel services and programs such as:					
46.	Collecting and analyzing data relative to goals and objectives.	A	B	C	D	E
47.	Interpreting and reporting data in an understandable manner.	A	B	C	D	E

		HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY 1	SOMEWHAT PROFICIENT IN COMPETENCY 2	PROFICIENT IN COMPETENCY 3	NO NEED FOR THE COMPETENCY 4	NO BASIS FOR JUDGING 5
	Planning and managing support services such as:					
48.	Developing procedures for coordinating instructional and non-instructional services.	A	B	C	D	E
49.	Evaluating support services management of the educational program by collecting, analyzing, interpreting and reporting data in an understandable manner.	A	B	C	D	E
50.	Assessing facility needs and developing a learning environment which is conducive to a sound instructional program.	A	B	C	D	E
	Fiscal planning skills such as:					
51.	Developing budgetary objectives based on program needs by involving community and staff.	A	B	C	D	E
52.	Identifying fiscal resources.	A	B	C	D	E
53.	Translating budgetary objectives into budgetary documents.	A	B	C	D	E
54.	Developing a plan for budgetary control.	A	B	C	D	E
55.	Developing a plan for evaluation of the budget.	A	B	C	D	E
	Management of fiscal resources such as:					
56.	Prioritizing allocations based on goals and objectives.	A	B	C	D	E
57.	Using budgetary methods that reflect sensitivity to human and organizational needs.	A	B	C	D	E
58.	Communicating budgetary information.	A	B	C	D	E

		1 HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	2 SOMEWHAT PROFICIENT IN COMPETENCY	3 PROFICIENT IN COMPETENCY	4 NO NEED FOR THE COMPETENCY	5 NO BASIS FOR JUDGING
	Evaluation of budgets such as:					
59.	Assessing the effectiveness of the budgetary process.	A	B	C	D	E
60.	Assessing the effectiveness of the internal accounting system.	A	B	C	D	E
61.	Relating the expenditures to the goals and objectives of the educational program.	A	B	C	D	E
	Planning for community relations such as:					
62.	Gaining knowledge about the community.	A	B	C	D	E
63.	Involving students, parents, teachers and patrons in the development of public relations goals and objectives.	A	B	C	D	E
64.	Translating public relations goals and objectives into operational plans.	A	B	C	D	E
	Evaluation of the effectiveness of community relation programs such as:					
65.	Collecting and analyzing data that reflect goals and objectives.	A	B	C	D	E
66.	Providing for involvement of the community in the public relation program.	A	B	C	D	E
67.	Enlisting the help of appropriate community agencies.	A	B	C	D	E

		HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY 1	SOMEWHAT PROFICIENT IN COMPETENCY 2	PROFICIENT IN COMPETENCY 3	NO NEED FOR THE COMPETENCY 4	NO BASIS FOR JUDGING 5
	Management of school laws, rules and policies such as:	A	B	C	D	E
68.	Implementing school finance policies.	A	B	C	D	E
69.	Implementing school safety policies.	A	B	C	D	E
70.	Implementing school facility policies.	A	B	C	D	E
71.	Implementing student record policies.	A	B	C	D	E
72.	Implementing the negotiated employee contract.	A	B	C	D	E
73.	Implementing the program for the handicapped.	A	B	C	D	E
74.	Implementing school regulations by use of effective interpersonal skills.	A	B	C	D	E
75.	Be able to teach Reading.	A	B	C	D	E
76.	Be able to diagnose Reading Problems.	A	B	C	D	E
77.	Be able to increase Reading Performance.	A	B	C	D	E
	in the area of specialization					

APPENDIX F

Administrator's Department of Education Number ______________________

Administrator's Name ______________________

Administrator's Current Mailing Address ______________________
(Street)

____
(City) (State) (Zip Code)

This is to certify that the above named vocational administrator has successfully completed the Florida Preservice and Inservice Leadership Training Program for local administrators of Vocational Education in general school administration and vocational administrator state-approved education program in the following competencies area (s) subject (s): ______________________

____

____

____

I recommend that the appropriate certificate be issued as provided in this program.

Signed: ______________________
(Project Director)

University: Florida International

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

215

CF-59
(6/78)

RECORD OF FIELD-SCHOOL VISITS

ADMINISTRATOR____________________ School____________________ County________

Visit #	Date	Time - Tr. & Instr	COMPETENCIES INSTRUCTION PROVIDED IN	COMPETENCIES EVALUATED IN-SCHOOL/FIELD SITUATION	COMMENTS
1					
2					
3					
4					

NOTE: transfer satisfactory evaluations to record competencies form after each visit

FOLLOW-UP

FEEDBACK

EXTERN VISITATION/SEMINAR REPORT

I. Program visited: ______________________

Place: ______________________

II. Purpose of the visitation: ______________________

____

____

____

____

III. Summary of most significant ideas, concepts, etc. presented and/or observed which are related to desired administrators competencies: ______________________

____

____

____

____

____

IV. Indicate how the ideas in item II can be applied to an LEA District program:

____

____

____

____

____

V. Would you recommend this visit for other district personnel? ______________________

If yes, who and when? ______________________

____

VI. Anticipated follow-through on individual/group Seminar competencies: ______________________

____

____

____

____

____

Signature, extern ______________________ Date ______________________

Signature, on site resource person or sponsor ______________________ Date ______________________

Copies to: University Teacher Educator: ______________________

Region: ______________________

Attach to this form the Visitation/Seminar Agenda and pertinent handouts.

APPENDIX H-1

___ Inservice

___ Preservice

___ Graduate Credit

FLORIDA PRESERVICE/INSERVICE
EXTERN LEADERSHIP TRAINING
PROGRAM FOR ADMINISTRATORS OF
VOCATIONAL EDUCATION PROGRAMS

EXTERN TRAINING PLAN

Name ______________________________

Region ______________________________

Target Date for Program Completion

6/1/82

COMPETENCIES	RESOURCES NEEDED	DATE STARTED	DATE COMPLETED	CRITERIA AND/OR PRODUCTS	LEVEL OF PERFORMANCE			
					Excellent	Good	Fair	Poor
I. Statewide Group Needs/Competencies								

Signature, Extern ______________________ Date __________

Signature, sponsoring Administrator ______________________ Date __________

Signature, Vocational Teacher Educator ______________________ Date __________

RATING OF MASTERY OF COMPETENCIES

5 EXCELLENT - Performs in very effective manner.
4 GOOD - Performs in satisfactory manner.
3 FAIR - Performs marginally, needs some improvement.
2 POOR - Performs the skill but needs a great deal of improvement.

GOOD is the lowest performance level acceptable in this program.

C

___ **Inservice**
___ **Preservice**
___ **Graduate Credit**

FLORIDA PRESERVICE/INSERVICE
EXTERN LEADERSHIP TRAINING
PROGRAM FOR ADMINISTRATORS OF
VOCATIONAL EDUCATION PROGRAMS

EXTERN TRAINING PLAN

Name ______________________________
Region ______________________________
Target Date for Program Completion
6/1/82

COMPETENCIES	RESOURCES NEEDED	DATE STARTED	DATE COMPLETED	CRITERIA AND/OR PRODUCTS	LEVEL OF PERFORMANCE			
					Excellent	Good	Fair	Poor
II. Regional Group Needs/Competencies								

Signature, Extern ______________________ Date ____________
Signature, Sponsoring Administrator ______________________ Date ____________
Signature, Vocational Teacher Educator ______________________ Date ____________

RATING OF MASTERY OF COMPETENCIES

5 EXCELLENT - Performs in very effective manner.
4 GOOD - Performs in satisfactory manner.
3 FAIR - Performs marginally, needs some improvement.
2 POOR - Performs the skill but needs a great deal of improvement.

GOOD is the lowest performance level acceptable in this program.

APPENDIX H-2

___ Inservice

___ Preservice

___ Graduate Credit

FLORIDA PRESERVICE/INSERVICE
EXTERN LEADERSHIP TRAINING
PROGRAM FOR ADMINISTRATORS OF
VOCATIONAL EDUCATION PROGRAMS

EXTERN TRAINING PLAN

Name ____________________

Region ____________________

Target Date for Program Completion

6/1/82

COMPETENCIES	RESOURCES NEEDED	DATE STARTED	DATE COMPLETED	CRITERIA AND/OR PRODUCTS	LEVEL OF PERFORMANCE			
					Excellent	Good	Fair	Poor
III. Individual Needs/Competencies								

Signature, Extern ____________________ Date __________

Signature, Sponsoring Administrator ____________________ Date __________

Signature, Vocational Teacher Educator ____________________ Date __________

RATING OF MASTERY OF COMPETENCIES

5 EXCELLENT - Performs in very effective manner.
4 GOOD - Performs in satisfactory manner.
3 FAIR - Performs marginally, needs some improvement.
2 POOR - Performs the skill but needs a great deal of improvement.

GOOD is the lowest performance level acceptable in this program.

APPENDIX H-3

APPENDIX I

EXTERN PROGRAM ACTIVITIES CHART 1981 - 1982

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
Misc.	Extern receives acceptance to program		Statewide meeting in Orlando Nov. 12-14. Agenda will include instructional resources available.			Statewide meeting in Orlando Feb. 11-13. Addresses statewide competencies.		ACEs will turn in course grades to FIU for externs enrolled in courses by Apr. 15.	
State	First statewide meeting for orientation Oct. 1-3.		Consensus on statewide and regional competencies needed.					Statewide meeting in Orlando Apr. 1-3.	Statewide meeting in Orlando May 13-15. Emphasis on: 1. Final review of extern's accomplishments 2. Statewide competencies 3. Program evaluation 4. Certificates of completion awarded
Region	At statewide meeting identify regional groups, ACE for each group and regional meeting dates. -- -- -- -- -- -- On Oct. 9 the Central Regional group plans the Nov. statewide meeting in conjunction with the ACEs' assistance. -- -- -- -- -- -- Agenda for Nov. 12-14 meeting mailed by Oct. 27.		Southern Regional group plans for Feb. statewide meeting. All regional groups begin preliminary planning for statewide meetings.		Agenda for Feb. meeting mailed by Jan. 10.	Northern Regional group finalizes Apr. 1-3 statewide meeting.	Agenda for Apr. meeting mailed by Mar. 1.	Staff plans for May 13-15 statewide meeting. Agenda for May meeting mailed by Apr. 15	
			Individual consultation on progress reviews - Four one-day regional meetings held - Address regional competencies						
Indiv.	Obtain recent college/university transcripts. -- -- -- -- -- -- Request DOE to evaluate certification status for local vocational director. -- -- -- -- -- -- Provide DOE evaluation results to Project Director and ACE. -- -- -- -- -- -- Identify Local Resource Sponsor (PRO) in concurrence with ACE. Criteria for selection include-- Must be a practicing, certified local vocational administrator. Ex: 1. Dean of Occupational Ed. 2. County Director 3. Area Center Director &/or 4. Assistant Area Center Dir. 5. Other agreed upon individual -- -- -- -- -- -- With PRO, evaluate extern's competencies. Complete Vocational Administrator Competencies and General School Administrator Competencies (Appendices A & B). -- -- -- -- -- -- Certification deficiencies are primary focus to determine courses needed along with professional development desired. -- -- -- -- -- -- An * is placed by competencies needed to complete certification requirements. -- -- -- -- -- -- Local sponsor must sign off on the Appendices.		ACE assists extern to assess individual competency needs at statewide meeting. -- -- -- -- -- Partial completion of extern's training plan with signatures prior to next statewide meeting. -- -- -- -- -- In accordance with course competencies needed, begin development of portfolio documentation. Evaluation and analysis of individual portfolio with ACE Determine learning options, i.e.: University course(s) Instructional Module (OSU Other non-credit experiences. Convene conference with ACE and Pro to concu on extern's training plan which includes resources needed and evaluation criteria of each competency.			Final completion of training plan due by Feb. 11. -- -- -- -- Review of individual progress by ACE		Local PRO signs off on competency accomplishments by participant.	JUNE All final reports due to Project Director by June 1.
			- Individualized work on competencies -						

Attendance at all statewide and regional meetings is required.
Non-attendance at these meetings must be made up.

APPENDIX J

EVALUATION INSTRUMENT
of
FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

Instructions:

Circle the number of the choice that most closely represents your viewpoint on each of the following items. Please answer all questions by at least circling the representative number, and respond to any of the open-ended questions that you feel are applicable.

4 = Strongly Agree
3 = Agree
2 = Somewhat Agree
1 = Disagree

What region were you in?____________________

	Circle One
1. The program was well organized, managed, and coordinated.	4 3 2 1
2. The consortium approach was preferable to a single-institution approach.	4 3 2 1
3. The field-based approach was preferable to a campus-based approach.	4 3 2 1
4. The program was viewed favorably by the leadership at your university, college, school district, or DOE.	4 3 2 1

1. List strong points.

List weak points

2. List advantages of consortium approach.

List disadvantages of consortium approach.

3. List advantages of field-based approach.

List disadvantages of field-based approach.

4. List any comments favorable or unfavorable from these people.

5. The institution you came from provided support (For example: travel reimbursement, professional leave.) 4 3 2 1

List those provided or not provided.

6. You gained, or expect to gain, benefits from your experience—either personally or professionally. 4 3 2 1

Explain.

7. Your inservice and/or certification needs were met. 4 3 2 1

How?

8. You were involved in making decisions concerning the content, delivery, and evaluation of the program. 4 3 2 1

In what respect?

9. The approach of this program is a viable alternative to the traditional approach for meeting certification criteria. 4 3 2 1

10. The time frame of the program was appropriate (For example: number of regional meetings, number of state meetings, overall length). 4 3 2 1

List any that were inappropriate.

11. The learning environment was appropriate (For example: the meeting locations and rooms). 4 3 2 1

12. The training at the State level was valuable:

Activities 4 3 2 1
Materials 4 3 2 1
Resource People 4 3 2 1
Delivery System 4 3 2 1

List strengths.

List weaknesses.

13. The training at the Regional level was valuable:

Activities	4	3	2	1
Materials	4	3	2	1
Resource People	4	3	2	1
Delivery System	4	3	2	1

List strengths.

List weaknesses.

14. The training at the individual level was valuable:

Activities	4	3	2	1
Materials	4	3	2	1
Resource People	4	3	2	1
Delivery System	4	3	2	1

How?

15. The participation of the ACE's (Administrative Competencies Educator) was beneficial.

Rate the usefulness of the functions of your ACE.
3 = very useful, 2 = useful, 1 = of little use

______ Assisted in the planning and implementation of the overall externship program.

______ Assisted in planning and evaluating the extern competency lists.

______ Served as liaison in planning and implementing regional meetings.

List other uses.

16. The participation of the PRO's (Professional Resource Officer) was beneficial.	4	3	2	1

How?

17. Please give any additional suggestions, comments or questions, particularly with reference to extending the program in the future to other vocational administrators. (Use additional page if necessary.

APPENDIX K

1981-82 EXTERN PARTICIPANTS AND PROS

	PARTICIPANT	PRO
1.	Lewis E. Baber, Dean Gulf Coast Community College Career Education 5230 West Highway 98 Panama City, Fl 32401 (904) 769-1551	Mr. Robert Caldwell Program Administrator Dept. of Education Tallahassee, Fl 32301
2.	Pete Borowski, IMTS Coordinator Polk Voc. Tech. Center P.O. Box 720, Eaton Park Lakeland, Fl 33840 (813) 665-1220	Mrs. Thaliah Harris Polk Vocational/Technical Center P.O. Box 720 Eaton Park, Fl 33840
3.	Lynn S. Dewey Adult Vocational Guidance Counselor Polk Vocational Technical Center P.O. Box 720 Eaton Park, Fl 33840 (813) 665-1220 Ext. 206	Mrs. Thaliah Harris Polk Vocational/Technical Center P.O. Box 720 Eaton Park, Fl 33840
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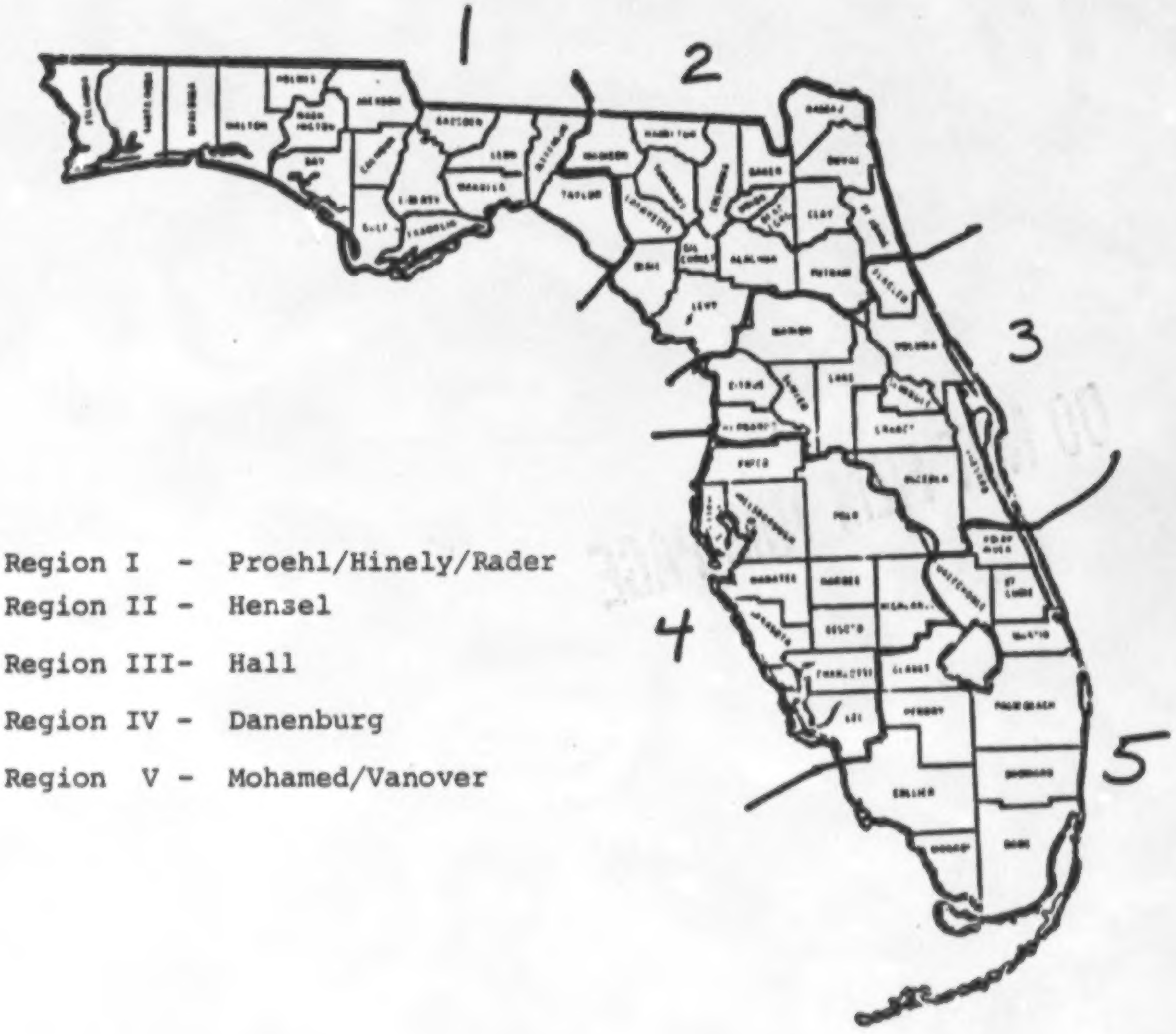
APPENDIX L

COUNTIES AND REGIONS REPRESENTED



Region I - Proehl/Hinely/Rader
Region II - Hensel
Region III- Hall
Region IV - Danenburg
Region V - Mohamed/Vanover